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ABSTRACT

To raise the spelling test scores of the lowest-level readers and poorest spellers in a third grade class, a practicum developed and implemented a spelling improvement program. Various strategies were implemented to allow for different learning modalities. Multi-sensory activities, computer managed instruction, and computer assisted instruction were used to reinforce letter-sound relationships and improve contextual understanding of the words. Improved reading scores as a by-product of spelling improvement was measured. The Sucher-Allred Word Recognition Test as a pre- and post-test measured reading growth. Results indicated increased achievement in spelling for 100% of the target group. Reading advancement was measurable in 4 of the 8 students, while areas of growth were measurable in the other 4 students. Increased understanding and experience with spelling words had a definite impact on the success of the target students' spelling. (Twelve references and 6 appendixes--containing unit cloze paragraphs, unit crossword puzzles, unit word searches, the word recognition test, student research scores, and a software evaluation form--are attached.) (Author/SR)

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Improving Spelling in the Low Level Reader Through Computer-Aided Instruction and Computer-Managed Instruction

by

Betty L. Bollman

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A Practicum Report
submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Science.

July/1991

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Authorship Statement

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Signed_____

ABSTRACT

Improving Spelling in the Low Level Reader Through Computer-Aided Instruction and Computer-Managed Instruction.

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Descriptors: Spelling/Spelling Improvement/Spelling: CAI/Spelling: CMI/Reading/Low Reader.

A spelling improvement program was developed and implemented to raise the spelling test scores of the lowest readers in a third grade class. These eight target students also had the poorest spelling scores in the class. Various strategies were implemented to allow for different learning modalities. Multi-sensory activities, computer-managed instruction, and computer-assisted instruction were used to reinforce letter-sound relationships and improve contextual understanding of the words. Improved reading scores as a by-product of spelling improvement was measured. The Sucher-Allred Word Recognition Test was used as a pretest and posttest scores for reading growth. The results indicated increased levels of achelvement in spelling for 100 percent of the target group as was indicated by raising the average of spelling tests scores during the implementation of the program. Corresponding reading advancement was not as conclusive, however, growth was measurable in four of the eight target students. In the remaining four students areas of growth were also apparent in their reading within the classroom setting. It was concluded that the increased understanding and experience with spelling words had a definite impact on the success of the target student's spelling. The relationship between reading and spelling also seemed to be reinforced as improvement in one arena produced positive growth and achelvement in the other. This supports the premise that many of the same concepts underlie both spelling and reading skills.

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CHAPTER I

Purpose

The writer was employed by a large metropolitan school district. The district was made up of 12 high schools, 19 junior high schols, six sixth-grade centers, and 42 elementary schools.

The writer worked in an elementary school with kindergarten through fifth grades. The total student census was 684. Of this total 512, 75 percent, of the students were Caucasian; while 112, 16.37 percent, were Black. There were 16 Asian or Pacific Islander students that made up 2.34 percent of the student population. Forty-two students were Mexican-American, making up 6.14 percent of the total population. There was only one Native American student.

The faculty and staff consisted of a principal, 21 classroom teachers, specialists, and support personnel. There were two kindergarten teachers, each had two classes. The four kindergarten classes had 23 students per class. There were five first grade classrooms, with an average of 23.4 students in each. The four second grade teachers had an average of 26.8 students

per teacher. Four third grade teachers averaged 30.1 students. At the fifth grade level there were four teachers, each with an average of 30.1 students. There was one teacher for the ten mentally handicapped students. There were two resource room teachers, and one full-time teacher for the academically talented program. There were four specialists on staff: a music teacher, an art teacher, a librarian, and a physical education teacher. A school psychologist and a speech therapist were on staff. A nurse was assigned to the school two days each week. There were seven additional teacher-student support personnel on staff.

The school was a single-level structure that was seventeen years old. The physical plant was built to accommodate approximately 650 students. There were three pods within the building. The center pod houses the offices, library, and the multi-purpose room. The other two pods contained the primary and intermediate classrooms.

The surrounding neighborhood was middle class. It had begun to face transition. For the first ten years of the school's existence the student population remained stable. There was very little turnover in the

student population. However, within the past five years many of the original homeowners had moved. Many of the homes in the neighborhood had begun to gradually decline.

The school homes were located in an area that had limited land available for new home development . For the past 15 and one half years all of the sudents attending that elementary school had been from single-family dwellings or from middle-income condominium dwellings. However, within the last year 350 high-density apartment units had been built, and the residents had been zoned to this school. These apartments were built for families of two to four children. From the beginning of the school year the students from the apartment dwellings had made up 5.3 percent of the new student enrollment.

There were approximately 100 zone variances requested each year by students that were not zoned for the school. The parents of those students requested zone variances because of particular child care needs, the academic programs offered by the school, or other family reasons. Those parents seeking zone variance

for their children were predominantly, white, middle class people.

The majority of the students in the neighborhood were Caucasian. The neighborhood was not naturally integrated. One hundred percent or 97 of the students that were bussed to the school were Black. Twelve percent or 82 students receive free lunches. There were 16 or 2.3 percent students receiving lunch at reduced prices.

The majority of the families were from lower middle or middle class socio-economic groups. The majority of these parents were concerned, involved, and supportive of the school programs and staff. There were a variety of occupational backgrounds within the school. This diversity included self-employed business people, professionsals, gaming industry employees, and unskilled laborers.

The writer had a Bachelor of Arts Degree in Social Science with a minor in Elementary Education. The writer was employed by another school district teaching first grade for one year. At the time this report was written the writer had been employed by this school district for a total of six years, teaching second

grade for two years and third grade for four years of that time. The writer was currently assigned to the third grade, teaching 28 students.

In the setting described, the writer felt there was a problem with the development of spelling skills. Spelling was a subject often overlooked or considered less important than the basics of reading, writing, and arithmetic. Although it was an integral part of writing, it seemed that the desire to allow for creativity had overshadowed the desire for accurate spelling. It appeared to be a popular opinion that the spelling would eventually correct itself. Several studies, however, had investigated and confirmed the correlation between the development of spelling and reading skills (Zutell and Rasinski, 1989). Children exhibiting poor spelling skills also exhibited poor reading skills. These studies and observations led to the realization that a problem existed. It was important that children learn to spell.

This problem existed in the third grade classroom being used for this study. Low spelling test scores predominated in the group of students that had lower reading abilities, as demonstrated by poor word attack

skills and contextual word accuracy. This problem had been evident for a number of years previously. Surveying the other teachers of each grade level, except kindergarten, in this K-5 setting, 100 percent confirmed they too had made similar observations coorelating their lowest spellers as the students demonstrating the lowest reading abilities.

In the target group there were eight children. Of these eight, in spite of their lower reading abilities, two seemed to do well on a regular basis on spelling tests. The other six had low spelling achelvement as shown by their spelling averages during the first two quarters of the school year. Of these eight, five qualified for RIP (Reading Improvement Program). Qualifying for this program meant that the student must have been of average intelligence or above, had a minimum IQ of 90 and performed below grade level. This showed the students were working below their potential.

This project sought to provide opportunities to allow these children to raise their spelling tests scores. Improved spelling skills might have positively affected the reading capabilities of these same students.

The writer proposed to develop and implement a 12 week spelling improvement program that would provide students with an increased understanding of the spelling structure and meaning of the words used in weekly spelling units. The program increased the student's number of experiences in working with the spelling words. This included the structural analysis of the words as well as the meaning of the words in and out of context. Critical thinking skills will be employed in the successful completion of several of these activities. The writer's goal was to provide sufficient knowledge of the words to raise spelling scores on weekly spelling tests, and to positively affect reading abilities as well. "Both reader and writer must use the same symbol system to communicate with each other," (Zutell and Rasinski, 1989, p.137). In both reading and writing "the learner is building and maintaining a set of concepts about words that underlies proficiency in both reading and writing," (Zutell and Rasinski, 1989, p.137).

1. During each of the 9 weeks of instruction the students were to complete, with a score of seventy-five percent or better, a minimum of three out of five

activities (Appendices A-C) designed to help them master the spelling words for each unit.

2. After 9 weeks of specialized instruction on their spelling words eighty percent of the target group were to raise the average of their weekly spelling test scores by one or more letter grades on instructor generated tests.

3. After 9 weeks of instruction on weekly spelling words the target group was to show a gain, as determined by the professional judgement of this writer, in reading level for the 3 months of instruction. Gain was measured by the Sucher-Allred Word Recognition Test Form A as a pretest and a posttest (Appendix D).

CHAPTER II

Research and Solution Strategy

Due to the emphasis on composition and the factors that are involved in composing, spelling has been left alone and poor spellers have been left to face their own deficiencies and deal with them in any way they can. Shaughnessy, as cited by Harris (1985), explains this may be readily ignored within the English department of some institutions, but outside this setting Shaughnessy says "the response to spelling errors is less obliging. There the ability to spell is more likely to be viewed as one mark of an educated person. The failure of a college graduate to meet that minimal standard of advanced literacy can be cause to question the quality of a person's education or even his intelligence," (Harris, 1985, p.2).

Beyond the negative opinion of others the poor speller has other inherent problems. This person begins to display a sense of anxiety about his/her own writing skills and a negative feeling about his/her ability to improve their spelling skills (Harris,

1985). It is similar attitudes in much younger children that the writer wanted to address.

Spelling is a subject that allows for no creativity or differences of opinion. Only one spelling of a word is correct. It is a precise skill which is important yet difficult to master at any level of development. It requires a variety of functions. Johnson and Myklebust, as quoted by Grant (1985, p.457), described spelling when they said, "Spelling requires more auditory and visual discrimination, memory, sequentialization, analyasis and synthesis, and integration simultaneously than perhaps any other skill."

"Learning to spell is a developmental process. Research has shown that errors made by poor spellers indicate at what point that development has broken down," said Hodges as cited by Anderson (1985, p.145). These errors reveal linguistic patterns, because the errors fall into categories that show a child's learning experience and age. As children are exposed to written language at home and reading and writing at school their concepts change. These concepts become

more sophisticated and are continually revised as they grow older and more experienced with the language.

In middle-school-aged children Anderson (1985) found the poor readers, on one hand, usually used a visual-orthographic strategy of sounding words out for reading, and, therefore, a phonological stategy of sounding words out for spelling. Good readers, on the other hand, use a combination of strategies in both reading and spelling. These strategies included combinations of semantic and structural analogies using their store of lexical information. Hodges, again quoted by Anderson (1985, p.145), stated that this seemed to reveal "effective spelling instruction must be embedded in whole-language experience. Since learning to spell, like learning to speak, is a developmental process children must be encouraged to explore the ways in which spoken language relates to written language." From this approach much writing experience, self-correction strategies, and help given from the teacher to analyze patterns, a student's errors can be used, instead of set spelling lists, as a starting point for a new understanding of the writing system.

Zutell and Rasinski (1989) have related spelling and reading as well. Since the symbol system used for reading and spelling, or writing, are the same, gaining knowledge about one would also build proficiency in the other area. It must be noted that the reader does seem to have an advantage, with contextual clues helping make accurate identification of many words. The speller, on the other hand, has to be much more precise. This skill of spelling "must move from a known pronunciation to producing an exact spelling while the reader has only to generate a pronunciation from a variety of available cues." Zutell and Rasinski (1989, p.138) stated "It is possible to be more or less proficient at one of these skills than the other."

In a specific case study done by Zutell and Rasinki (1989) this spelling and reading correlation was studied on a population of third and fifth graders. "The results of this study clearly confirm that there is a strong relationship between spelling skills and oral reading ability supporting the idea that a common body of conceptual word knowledge underlies both," (Zutell and Rasinki, 1989, p.137). The study showed that spelling could serve as a measurement of student's

spelling abilities which serve as a tool to quickly and efficiently identify words in the reading process. This makes sense, because spelling requires detailed and specific word knowledge that would aid the reader in rapidly attacking and identifying words. The analysis of their findings led them to conclude that since spelling ability added to the strength of reading abilities, spelling needed to be taught in a conceptual and developmental approach rather than a strict separation of word attack and spelling activities.

In another study (Jones, 1988) emphasizing spelling improvement, daily intense spelling instruction was given in a structured approach toward blends, digraphs, vowel sounds syllables, pattern links, basal words, etc. When final testing was done the positive results were seen but were less then anticipated. The conclusion was drawn that such emphasis on spelling would be likely to bring more success than where no particular stress was given to the subject. In the pre and post testing reading ability was also tested. An unexpected positive result of the study was that the time spent on spelling had not been wasted for scores indicated an unexpected

reading improvement. Jones (1988, p.30) stated in conclusion, "The route to sound spelling may be circuitous, even tortuous, but if, through teaching spelling, reading alone improves, then let us by all means and with enthusiasm, teach spelling!"

Noting the research which supports the correlation between reading and spelling the writer wanted to focus on ways to improve spelling for low readers. Many different methods seem to have had positive effects in varying degrees. Brody (1986, p.14) supported the use of patterning which is "directly teaching syllable and word patterns that make students conscious of the simple groupings that take place, with great regularity within words." Although Brody's approach focused on reading this writer felt that in light of all the research relating reading with writing and writing with spelling that patterning would also provide a positive effect on spelling acheivement.

"Spelling requires abilities above and beyond those required for reading," says Ormrod, as cited by Cummins and Lombardi, (1989). This concept is clarified by explaining how the use of visual imagery and sense modalities can be used to aid in learning

letter-sound relationships which are critical for good spelling. The use of a listening center for the auditory learner, sandpaper letter cards for the tactile learner, and a bulletin board spelling activity for the visual learner all blend into a multi-sensory approach and enforce the learning process for all learners. Grant (1985) explains spelling by saying that all these modalities must integrate and become an automatic, subconscious process. Therefore to teach spelling, educators must be aware of student's channels of perception and needs for different types of instruction to improve overall spelling skills.

The cloze procedure requires that the student have a contextual grasp of the meaning of the spelling words. Rye (1982, p.1) cited The Bullock Report which described the cloze procedure as "the use of a piece of writing in which certain words have been deleted and the pupil has to make maximum possible use of context clues available in predicting the missing words." He continues to explain how the development of such a procedure was based on the fact that the human mind tends to complete incomplete patterns. This procedure would be applicable in making spelling words seem to

have purpose and not be a disconnected and unrelated subject for students. Being proficient with the use of spelling words would encourage students to freely incorporate their words into their usage vocabulary in both speaking and writing. Cloze could help make them aware of homonym and synonym possibilities also.

Studies have also been done to find the effectiveness of computer-assisted instruction (CAI). In a study done by Wilson and Teague (1984) success with CAI was reported in nearly all subjects for various age levels and different type students. This would then make it a useful technique in the teaching of spelling. When CAI is used in place of traditional instruction about half the results showed CAI to be more effective and half reported little or no difference in the results of the two types of instruction. When CAI was used as a supplemental form of instruction to the tradition classroom instruction results showed increased learning. CAI seems especially effective with low-acheivers. Wilson and Teague (1984, p.30) postulate this is so because of the following: "the control, perceived or real, the student has when interacting with the computer; and the

qualities of a one-to-one relationship which are patience, encouragement, reinforcement and a sense of accomplishment felt in working with many CAI packages." Evidently this type of learning might be beneficial to children who have a negative feeling about their abilities in the classroom and a poor self-concept. It should be noted that in the testing done that although improvement was significant for most of the students in this study, one student's scores dropped indicating a strange inconsistency. The possible explanation given for this negative score was "the student's hesitation or inability to work with the equipment and software programs. This highlights an important fact that CAI is not appropriate for all students and may even be counter-productive in some situations," (Wilson and Teague, 1984, p.33). For the most part children are eager to use the computer to learn. Reflecting back to this writer's opening points, self-concept and subsequent confidence in spelling abilities can seriously affect a person's writing and their willingness to try to write using an expanded vocabulary. If computers could indeed help solve this problem for low-achelvers they might provide the bridge

to successful spelling, writing and possibly reading for many students.

There are differences in opinion on whether or not CAI is really effective. It seems that the computer has been hailed as having great potential in the classroom for improving the process of learning. Schools are following though with the purchase of computers and software companies with the production of new educational software. Although this is true Fitzgerald, Fick and Milich (1986, p.376) cite Stowitschek as saying, "Unfortunately, the demonstration of the efficacy of CAI in improving learning of students has not kept pace with the implementation of these procedures." It has been noted that studies done to try to prove the effectiveness of CAI "often contain sufficient methodological difficulties to preclude drawing definitive conclusions," (Fitzgerald, Fick and Milich, 1986, p.376). They also state that these studies do not always equalize materials, time, abilities between test groups, and show only short-term effects making the results of such studies questionable.

Certainly there seemed to be no definite answers on any one best way to improve spelling, writing, or reading abilities. Nevertheless after a thorough review of the literature the writer developed and submitted the following solution strategies:

1. In order to address the problem identified by the researcher the target group was pretested in reading to identify any possible gains in this area as an effect of the expected growth in spelling. The average of their spelling test grades was calculated for comparison purposes.
2. The students were given daily multi-sensory spelling activities aimed at learning spelling patterns, phonetic pronunciation, and contextual meaning.
3. At least one of the eight activities planned was done by the student on the computer and four others were computer-generated activities.

These activities offered the students more exposure to their spelling words then they had received in the past, presented the words in a variety of ways to try to reach the learning modality of each child, and increased the awareness of the meaning and usage of

the spelling words in a contextual application. These activities were intended to raise the level of spelling success and knowledge for the target group and, in turn, an increase or steady growth in reading ability might result.

CHAPTER III

Method

This writer selected many of the teaching strategies outlined by Cummins and Lombardi (1989) to utilize in the implementation of this spelling improvement program. These strategies of letter-sound relationships, and methods of teaching to different sense modalities for teaching unpredictable letter-sound correspondences were modified into an appropriate time schedule. These strategies were also combined with CIA instruction to reinforce contextual understanding and spelling application.

Week 1

The pretest was administered to the target group. The Sucher-Allred Word Recognition Test was given. This test has levels which identify reading levels as related to grade levels Primer, 1, 2^1, 2^2, 3^1, 3^2, 4, 5, and 6. Each level tests with 15 sample words. The instructional level is determined to be the highest level at which 5 or fewer errors occur. The researcher tested each member of the target group to determine the reading level of the child. The average spelling test

scores of each targeted child was calculated and recorded for comparing with posttest averages.

Week II

The researcher used this time for preparation of instructional materials. Two sets of the alphabet were made using sandpaper letters mounted on cards. Enough letters were made for each set to provide for spelling words that required duplicate letters. Paragraphs were written for each spelling unit using the cloze procedure. Crossword puzzles using glossary definitions, and word searches at three difficulty levels were generated on the computer using Puzzles and Posters (MECC, 1984). To allow for the positive reinforcement of CIA instruction a data disk including all the spelling units used in this study was made for Spellevator (MECC, 1988).

Week III - XI

During the nine weeks of instruction activities were provided for the target group. The entire class participated in most of the activities, but the target group was expected to satisfactorily complete three or more of six activities. These activities included the following:

1. The 20 words for the unit were introduced by looking at the word, looking it up in the spelling glossary, studying the phonetic spelling, correctly pronouncing the word, reading the meanings, and reading the example sentences. The spelling rule for the week was identified and related to the appropriate words in the spelling list.

2. A paragraph using the cloze procedure was completed. The entire list of 20 words was provided at the top of the work page for correct spelling reference, but only ten of the words were needed to successfully complete the paragraph. The correct word and the correct spelling was required for successful completion of the activity. This activity was designed to increase the student's understanding of the word in context, and enhance reading skills and critical thinking skills of contextual analysis and proper analysis of words with multiple meanings used to determine which word to choose for completing the paragraph (Appendix A).

3. The words were dictated to the children. Using two colors of ink, red and blue, they wrote the words. The blue ink represented consonants and the red represented

letters having vowel sounds. They tried to spell the word correctly using the spelling rule of the week, and their study of the word. This proved to be a fun exercise for the students as they love fine line markers, but the exercise was also a quick check to observe where the students were having problems with sound-letter relationships such as blends, silent letters, vowel digraphs, etc. Critical thinking skills were used here to recognize the concept that not all letters represent the same sound-letter relationship in every setting. This activity required the recognition of consonants in a vowel relationship within a digraph or a dipthong, and the silence of certain vowels when in a particular relationship with other letters.

4. Two sets of letters made of sandpaper and mounted on index cards were filed alphabetically and used for this exercise. Two children came to the center, using the spelling glossary and previous class pronunciation of the word, they agreed on the pronunciation of a specific spelling word from the spelling list. Then racing one another they spelled the word using the sandpaper letters. The first one done correctly earned a point. The competition helped them try to do it by

memory and accurately in order to win. After correcting one another's word, they individually traced the letters while sounding out the word. They were to trace the word two times, and then wait for their partner before filing their letters and going to the next word. Due to time constraints, the targeted students were the only ones allowed to use this center. They were to do this activity with a partner anytime after the first day the unit was introduced. The winner of the pairs was rewarded with classroom money tokens. This particular activity was found to be far more time-consuming than anticipated. Because of this, the target group was encouraged to use this center as much as possible. However, during the implementation period the entire target group was never able to complete this activity during the time available to them. This activity was popular and perhaps could be modified in the future to take less time for students who reflect a need for tactile reinforcement.

5. The 20 word list was used to create word searches for each unit. The target group was required to do the basic word search which was arranged in a horizontal and vertical pattern. However, if they successfully

completed this level they could advance to the "A" version which arranged the words in a horizontal, vertical, and diagonal pattern. If they choose to do it, there also was a version "B" which had the words arranged in a horizontal, vertical, diagonal, and inverted order. These additional versions were primarily used by the more advanced students in the class and were self-checking, but they were also available to the target group based on successful completion of the original search and time available (Appendix C).

6. Crossword puzzles provided up to 20 clues using defintions available in the spelling book glossary (and read when the unit was introduced to the class). The primary definition was used most of the time, however, on very common words the researcher felt that secondary definitions should be used to expand and test the students ability to use the word with multiple meanings. This activity again called upon critical thinking skills. As the word list was not given recall, and understanding skills had to be used. This activity was checked by partners, and any questions discussed with the group (Appendix B).

7. During a weekly visit to the computer lab the class used the Spellevator program (MECC, 1988), which provided an arcade-game type of spelling practice. The child moved the character Duster through floors and elevators of a hotel while he tried to collect the letters of one of the weekly spelling words. To be able to use an elevator to change floors the student had to be able to apply his knowledge of the spelling words. The challenges included fill in the blank sentences, definitions, choosing the correct spelling from multiple possibilities, and a word flash/then type it practice. Each test successfully done earned points and helped Duster collect all the letters. When finished collecting all the available letters Duster would exit the hotel, and the child was given bonus points to unscramble the letters of another one of his spelling words.

The child had the spelling list available to use as an option of the game, but lost points each time the list was accessed. This activity was planned on the day before the weekly test so the children should were very familiar with the weekly list by that time and were using the CIA program for practice and

reinforcement. Various critical thinking skills were pooled for successful application of the spelling words within this CIA program.

8. On Fridays a formal weekly spelling test was given covering the 20 word list.

Week XII

This week was used for the posttesting of the target group and the evaluation of the results. Spelling test scores were averaged to indicate if the nine weeks average had shown improvement in spelling test scores. The Sucher-Allred Word Recognition Test was also readministered to the target group to see if the reading level of the target group had been positively affected. The same version was given.

CHAPTER IV

Results

The success of the spelling improvement program was determined by the fulfillment of the three objectives as stated in Chapter I. The results of the reading pretest and posttest given to the target group of eight third grade students were compared to see if reading abilities had been positively affected. The average of the spelling test scores for the target group during the actual nine week implementation period were compared with the average of all previous spelling test scores for this same group before implementation of this program. Evaluating these scores along with the professional judgement of the instructor the program was viewed as being successful.

The entire third grade class participated along with the target group in the majority of the activities. The target group was responsible for completing four of the seven activities with a score of seventy-five percent or better. One hundred percent of the target group meet this objective. Scores on these activities were very high with the exception of the

cloze procedure paragraphs, and the vowel-consonant spelling activity. These required greater degrees of critical thinking application and though completed successfully reflected lower scores.

After nine weeks of the spelling instructional activities the spelling scores comparison showed success in the target group's spelling improvement. One hundred percent of the target group improved their spelling test average. The objective stated that 80 percent would raise their average by one or more letter grades. In light of this only three of the eight, or 37.5 percent of the target students achieved the stated objective. However, one student that was chosen for the target group because of his trouble with reading, seems to do very well in spelling and maintained an A average throughout the year, leaving little room for improvement. Three of the students improved their scores by two half-steps, for example, from a C to a B-. The lowest gain was reflected in one student who gained only one half-step. Achieving this improvement shows that the program did have a positive impact on spelling scores.

The third objective to be addressed involved the potential improvement of reading level as measured by the Sucher-Allred Word Recognition Test Form A as a pretest and a posttest (Appendix D) and the professional judgement of this writer. The word recognition test gaged the instructional level not the independent reading level of these students. The test was a word list composed of fifteen words at each level. The levels were subdivided at the 21, 22, 31, 32 levels but not at the fourth level. The writer felt this impeded the evaluation of four of the target students who fell into that level and did not show growth to the next level which would have been fifth rather than a possible 42 level. The writer also felt the test evaluated the students higher than classroom performance would have indicated. In the target group the other four students all showed a gain of one level within the period studied. The writer felt that the from a total perspective of classroom application including comprehension and word-attack skills that five of the eight showed genuine and marked improvement in their reading skills. The other three showed some

gains in their word attack skills but little gain in their comprehension and critical thinking skills.

The writer has judged the objectives of the spelling improvement program to have been successfully met. The rpogram did provide the students with an increased number of experiences with the spelling words each week. It also increased the understanding of the spelling structure and meaning of the words as reflected in the successful completion of the activities provided and improved spelling scores. The writer feels that a much more in depth study would be required to determine the significance of spelling improvement on reading abilities, however, did feel that the entire program did benefit the reading abilities of the target group. This reflected agreement with research findings reported by Zutell and Rasinski (1989, p.137) stating that the same concepts about words underlie both the process of reading and of writing.

CHAPTER V

Recommendations

The spelling improvement program provided activities based on the last nine weeks of the spelling curriculum for third grade. Because of the successful results of using these activities, the writer would like to develop materials that would coordinate with the other spelling units from the spelling text used. This would allow for better results in learning the spelling words throughout the year.

The increased exposure of the students to the spelling words was one of the key reasons for success of the program. Further ways to integrate the spelling words into other curricular areas would be explored and implemented.

The spelling words used, by their very level, restrict the use of these specific activities to the third grade. These activities will be shared with the other third grade teachers and the computer disks available for use in the computer lab by those classes. The writer will offer to in-service other members of the faculty on the use of the Spellavator program

(MECC, 1988) and the making of appropriate level word lists that the program needs to access.

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Appendix: A

Unit Cloze Paragraphs

among	hunger	muddy	trunk
bluff	hungry	oven	until
bundle	loving	rubber	upper
dozen	monkey	shovel	won
hundred	month	ton	wonder

Jess was excited because his birthday was coming. He began to _____ what he would get for his birthday next _____. He thought of fifty or a hundred things he would like. One thing he knew he wanted was a birthday party. On his birthday, many friends arrived for his party. On the table he counted a _____ wrapped boxes and one very large _____. When the children played games, Susan and Paul _____ prizes.

Next, Jess unwrapped his gifts. He was happy to find he got a toy _____ so he could help Mom dig in the garden. Another box held a _____ ball. Jess couldn't help but see that _____ the boxes was that large one, and it moved by itself! When Jess opened it he found a pet _____!

When the children saw the birthday cake they were suddenly very _____. Mother served them each a piece with some ice cream.

Unit #27

airport	downstairs	scare	subtract
arithmetic	fairy	sorry	swear
bother	music	spare	tear
chair	prepare	square	their
dare	repair	stare	wear

Kelly was worried about school today. Her first class was _____, and Kelly liked working with numbers. But now the students were learning to regroup and Kelly could not remember how to _____. She had tried to _____ her homework, but she did not think it was done right. When class began, Matt, who sat next to Kelly, began to _____ at the ceiling. Kelly began to wiggle in her _____. The leg suddenly broke and Kelly fell on the floor. Mrs. Bollman gave Kelly another chair and said they would ask the janitor to _____ this one. Mrs. Bollman said she was sorry the work was hard for the class. She said she did not want math to be a _____ to them, or to scare her pupils. She said because they were trying so hard, they would have a special treat later today. After they had finished singing in _____ class, they would be taking _____ first field trip. They would be visiting the _____ to see the planes. Kelly decided this was a good day after all!

Unit #28

absent	cement	polite	shoot
active	cool	pool	soup
bloom	group	prove	spoon
boot	mistake	rule	tool
broom	movie	school	tooth

Bryan was going to be late for _____ today. He had an appointment with the dentist because he had a decayed _____. Bryan hoped he could get his mother to let him be _____ for the whole day. But he knew his mother had a _____ that he could not miss class unless he was sick. First, he thought that if he asked her in a _____ way, his mother might let him stay home the rest of the day. But then he knew she wouldn't. Next, Bryan thought he could _____ he was sick by not eating lunch. Well, maybe he could just eat some hot _____, or maybe his mother would believe he was sick if he only ate something cool like ice cream. But then he thought that might be a _____. If only he could go to a funny _____ instead of going back to school this afternoon! But then Bryan remembered that he and his friend Jason were planning to _____ baskets after school. Bryan could hardly wait to get back to school after his dental appointment!

Unit #29

discover	display	unhappy	expect
excite	remain	dislike	unlike
recover	rebuild	unless	exchange
uneasy	except	remove	disagree
unable	dispose	excuse	recall

Cindy had an argument with her brother Greg. She felt like crying because she was so _____. The argument started when Cindy and Greg began to _____ about a new notebook they found on the table. Greg said it was for him, and Cindy said the notebook was for her. Greg told Cindy not to _____ the notebook from the table. Cindy told her brother not to _____ her to obey him. Cindy and Greg began to call each other names. It was then that Cindy began to _____ just how mad she was at her brother.

Soon, though, Cindy began to feel _____. She was sorry she had fought with Greg. She wanted to _____ her bad feelings for good ones. She wished they could be happy again. She knew she did not really _____ her brother. She hoped they could _____ their friendship. Cindy told Greg she was sorry they had fought. They began to _____ happy times they had shared, and they began to laugh together. Cindy told Greg he could have the notebook. Then he said she could have it. Mom came in with another notebook. She had bought one for each of them!

badge	hinge	package	slice
bridge	juice	police	space
edge	lace	prince	stage
fence	office	range	strange
fudge	orange	since	twice

Allison was excited because her father had brought her with him to work today at his _____. This was a special day because the _____ and princess of England were visiting in the U.S., and were coming to New York City. Allison would be able to look out her father's office window and see them in a parade. The city's _____ department had many officers guarding the parade route, _____ the prince and princess were such important people. There were crowds everywhere. Allison saw people leaning on a white picket _____ across the street. The last time Allison had seen so many people was when there had been a parade for some astronauts who came back from outer _____. While Allison waited, Father's secretary brought her a glass of orange _____, and a piece of _____. Father said no when Allison wanted a _____ of pie, too. But she forgot about food when Father called her to the window. The parade was starting to come across the _____ over the river. Allison could see the prince and princess!

cheese	evening	peas	whale
clothing	hang	raise	wheat
cough	laugh	rough	wheel
during	news	stocking	which
enough	noise	tough	while

Eliot and his parents were on vacation in the city and were visiting a very unusual restaurant. Tonight was a special evening, and Eliot was wearing his favorite _____. He looked around the large restaurant, which looked a little like a barn with its _____ wooden walls. He looked up at the ceiling. A large wagon _____ was in the center and from it, the owners had decided to hang a beautiful lamp. There were many people waiting to be seated at tables, and the waiting area was full of the _____ of people talking. When they were seated at their table, Eliot and his parents read the menu to decide what to order. Eliot decided to order a super _____ burger. He wanted it on a _____ bun instead of a white one. His mother decided to have steak, baked potato, green _____ with pearl onions, and a salad. Eliot's dad chose a fish plate which included squid, octopus and _____. "Yuck!" said Eliot. "Whale sounds rubbery and _____ to chew!"

Everyone tasted Eliot's father's food. When they finished, they all agreed they had had _____ squid, octopus and whale to last them for a very long time!

bought	flight	knit	ought
brought	fought	knock	slight
caught	fright	lamb	taught
comb	knee	often	thumb
fasten	kneel	listen	tight

Michele was going on a special trip with her Aunt Mary. First they went to the airport. Their _____ was from Las Vegas to Los Angeles. When they arrived, they _____ a bus to a large shopping center. Aunt Mary _____ Michele how to look for the bus stops on the signs, and to _____ for the names of the streets as the driver called them loudly. When they got to the mall, Aunt Mary said, "I think we _____ to start at this end and go into all the stores we want to see." Michele found a red _____ sweater she liked. So she and Aunt Mary _____ the sweater and the sales lady put it in a bag for them. When they came out of the store, there was a large crowd around some musicians. Aunt Mary told Michele to get a _____ hold on her hand so she wouldn't get lost. Aunt Mary and Michele were hungry, so they went to a restaurant. First they wanted to wash their hands and _____ their hair. When they were seated, Aunt Mary ordered one of her favorite foods, roast leg of _____. Michele and Aunt Mary enjoyed their shopping trip and lunch.

already	break	friend	pretty
answer	breakfast	heart	says
aunt	clothes	honest	sew
beauty	field	iron	toward
blood	flood	ocean	yours

Michele loved to visit her Aunt Mary's home on the beach. She had _____ been there once before, when they helped her _____ move last month. As soon as she arrived, Michele put on old _____ and ran down to the beach. Michele loved to play in the sand and listen to the _____. She liked to see the waves _____ on the shore. There was a place where she could see the water flood the tide pools, which were dips in the rocks along the edge of the water. Michele loved the _____ of the blue sky, white clouds and golden sand. Sometimes, Michele's _____ Holly, from next door, would play with her. Aunt Mary would sit on the patio and _____ or knit while she watched them. When she called to them they would always _____ her. And even though they never felt ready to leave the beach, when Aunt Mary, or Holly's mother told them to come home, they would pick up their toys and start _____ their houses.

baking	leader	pasted	tasted
careless	likely	peaceful	tireless
dividing	lonely	related	visitor
fearful	ordered	sailor	wasted
freezing	owner	saving	writing

David's mother asked him to watch his little brother, Stevie, while Mother went to the store. They were getting ready for a special _____ who would arrive later today. The boys were excited because the guest was a _____ named Sam, who always told them stories about his adventures at sea. He was a cousin, _____ to their mother. David watched his favorite TV program while he babysat Stevie. Stevie felt _____ because David did not talk to him. He decided to help Mother get ready for their guest. First he went to the guest room and decided to make it pretty. He began by _____ his name on the walls in red crayon. Next he _____ some magazine pictures on the walls. Then Stevie went to the kitchen. He knew mother had been _____ some food to thaw and cook later, so helped mother by taking all the food out of the freezer and unwrapping it. He knew mother still wanted to do some _____, so he decided to help by making a giant cookie. He mixed sugar and water, spread it on a cookie sheet, and put it in the oven. Just then David came to the kitchen. "Stevie," David yelled, "How could you be so _____ and make such a mess? Look how much sugar you _____!" David got the broom and dustpan, and the boys swept up the spilled sugar. Then David threw the food from the freezer in the trash, and scraped Stevie's giant cookie into the sink. When they finished, the kitchen was once again _____ and quiet.

Appendix: B

Unit Crossword Puzzles

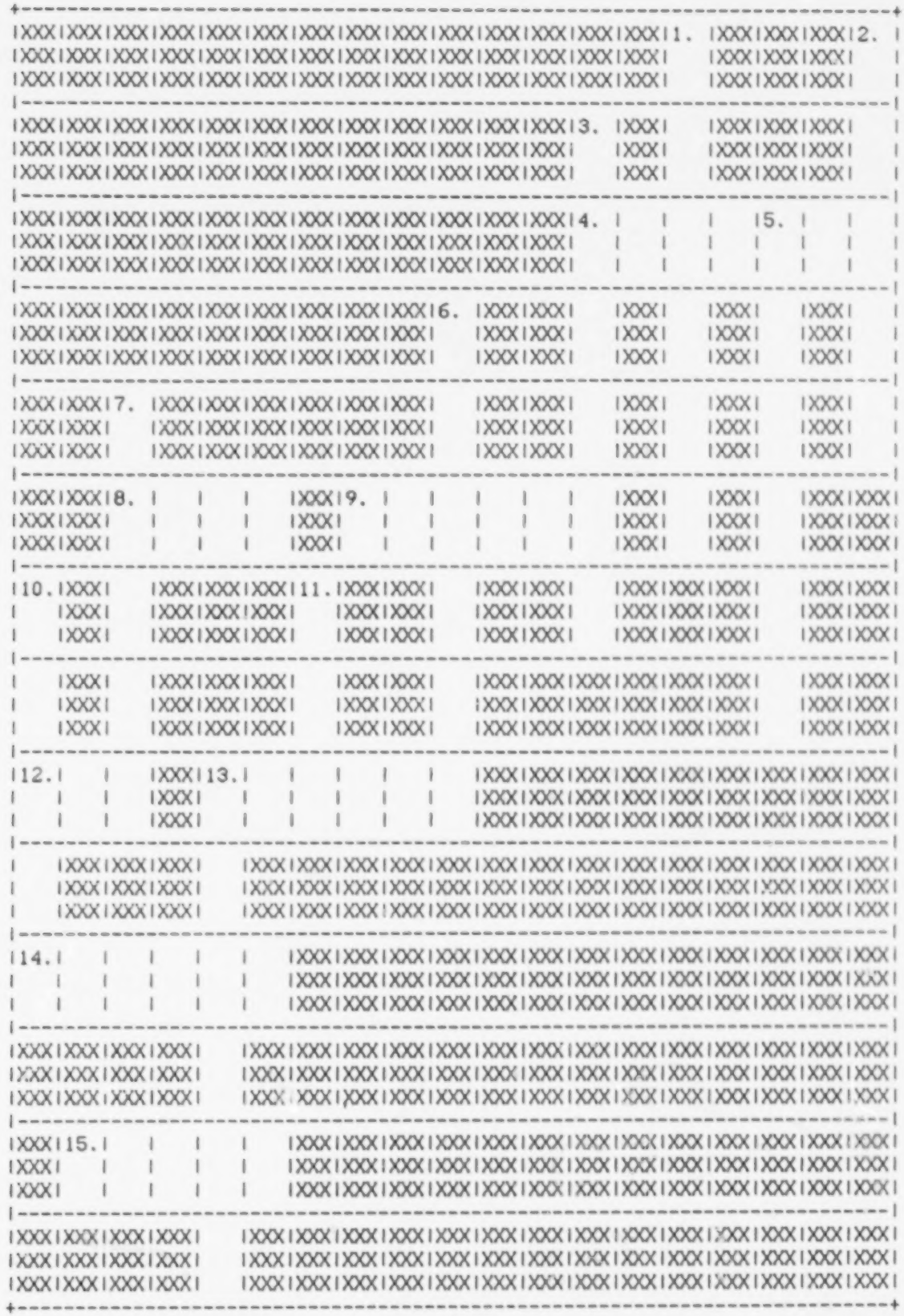
CROSSWORD 26

ACROSS:

4. Ten times ten.
8. A place for baking, heating, or drying.
9. A package or parcel; to wrap a number of things together.
12. A measure of weight, 2000 pounds in the United States.
13. Having a desire or need for food.
14. Affectionate.
15. That which is above something else.

DOWN:

1. To be amazed; to be curious about; a thing or happening that is surprizing or strange.
2. Having much mud.
3. A spade; to use a shovel.
5. An elastic material made from the milky juice of certain tropical plants.
6. A tree-climbing mammal found in tropical forests.
7. Twelve.
10. Up to that time.
11. Gained a victory or prize.
13. A craving or desire or need for food.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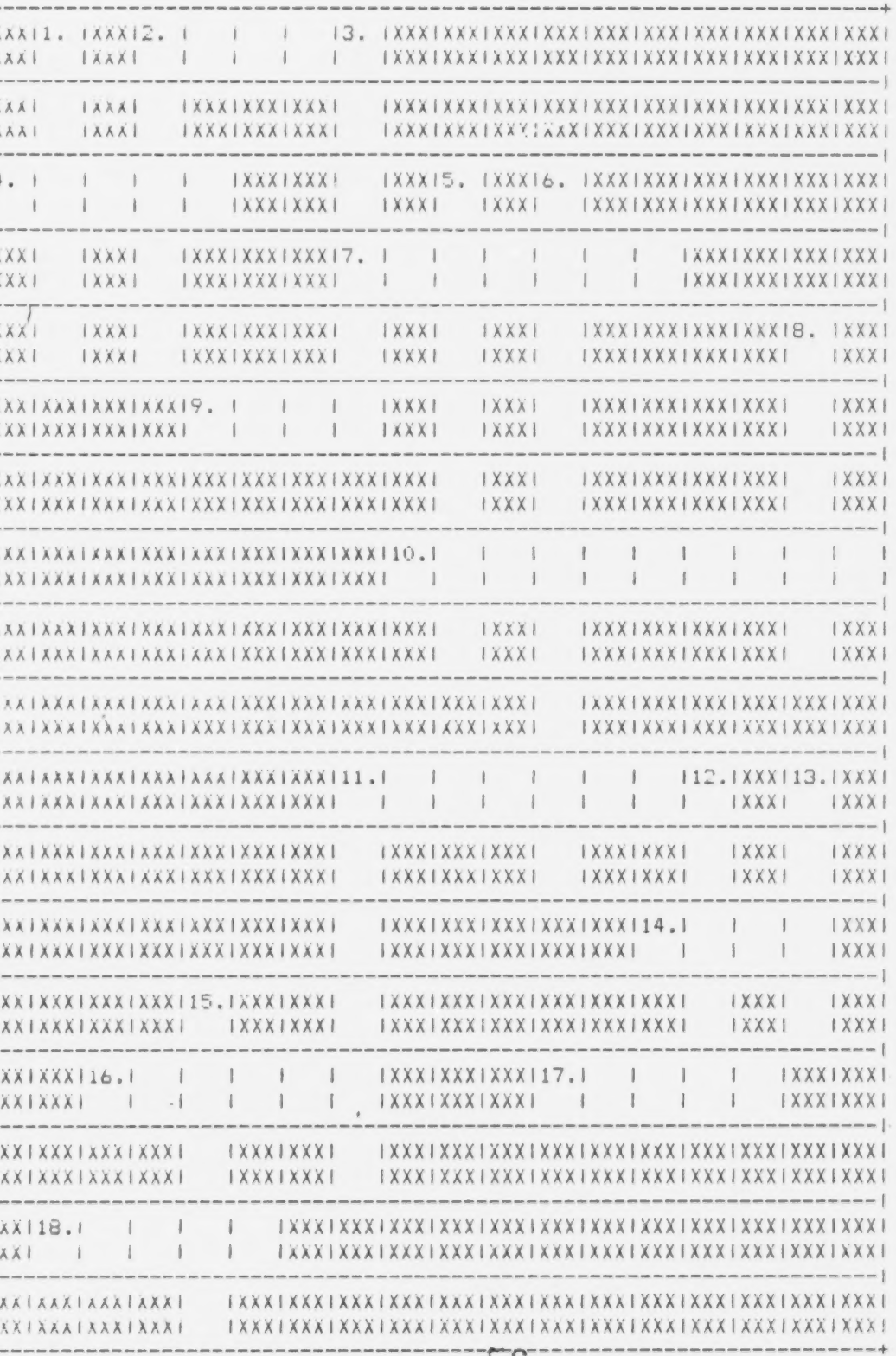
Crossword 27

CROSS:

2. To make a solemn vow or promise.
4. An imaginary creature who is supposed to have good or evil magical powers.
7. A place prepared for the landing, taking off, and servicing of airplanes.
9. To destroy by use; to carry on one's body.
10. The study of numbers.
11. To take away.
14. To pull apart; to take away by force; to move with great speed.
16. To annoy or tease; to take trouble with.
17. Not being used but held for use if needed.
18. A sudden fright; to frighten.

DOWN:

1. A movable seat with a back, usually for one person.
2. Pitiful; full of regret.
3. To mend.
5. To make ready.
6. Down the stairs; on a lower floor.
8. The sounds made by a musical instrument or by the human voice in song.
11. A figure having four equal sides and four corners that are alike; anything that's square in shape
12. Of or belonging to them.
13. To be brave enough or bold enough to try; a challenge.
15. A fixed look with eyes wide open; to look at boldly with eyes wide in a fixed gaze.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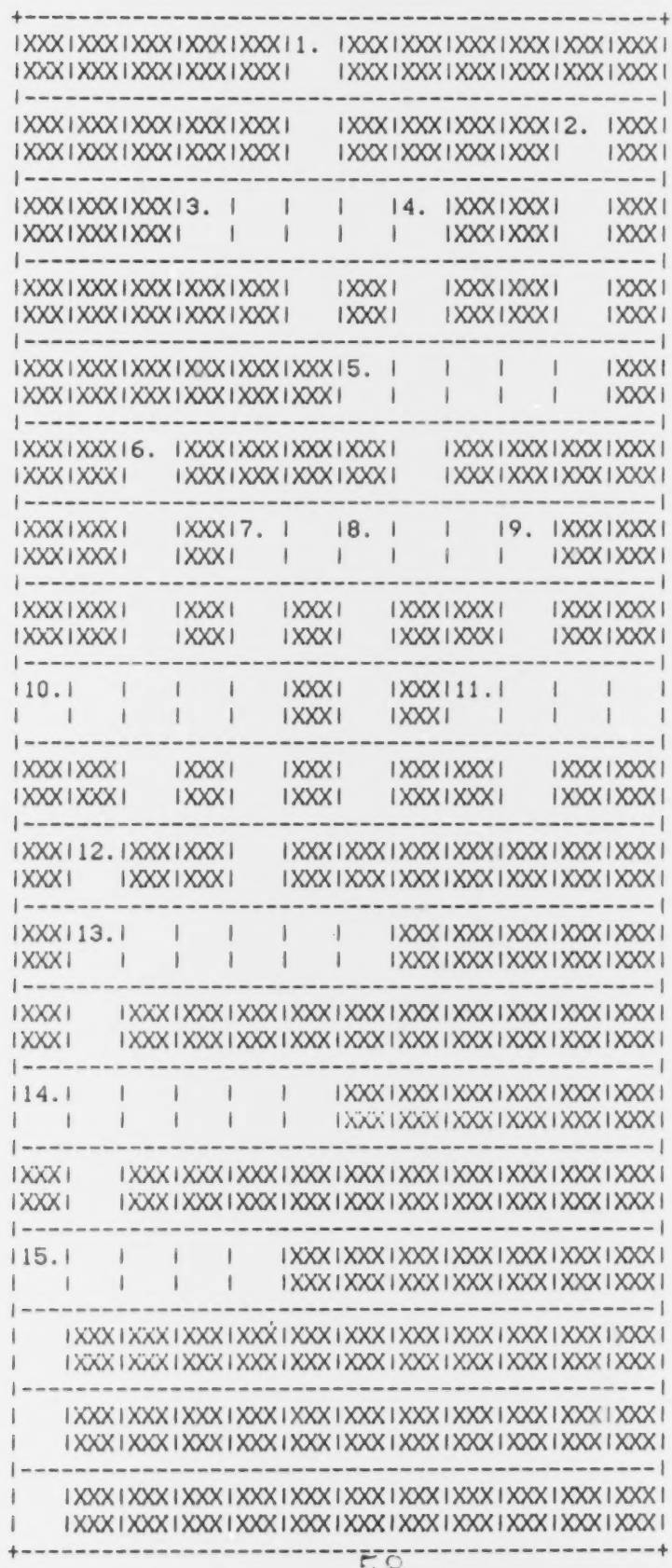
CROSSWORD 28

ACROSS:

3. Two or more things together; to put things into a group.
5. A motion picture.
7. Not present
10. To move or let fly forcibly; to operate a gun or other weapon; a new growth on a plant.
11. Calm; somewhat cold.
13. A substance mixed with sand and water and used to join stones or bricks. Becomes hard as stone
14. Well mannered.
15. To produce flowers; a flowering condition or time when plants bear flowers; a flower.

DOWN:

1. To put together for a common cause or advantage; a small but deep body of water.
2. A guide for action or conduct; to mark off with lines.
4. To show to be true.
6. A long-handled brush for sweeping.
7. Busy; quick in movement; lively.
8. A well-seasoned liquid food made by boiling meat, vegetables, etc.
9. An instrument such as a hammer, saw, or drill used for doing work.
12. A group of fish; a place for learning.
15. A leather or rubber covering used to protect the foot and leg.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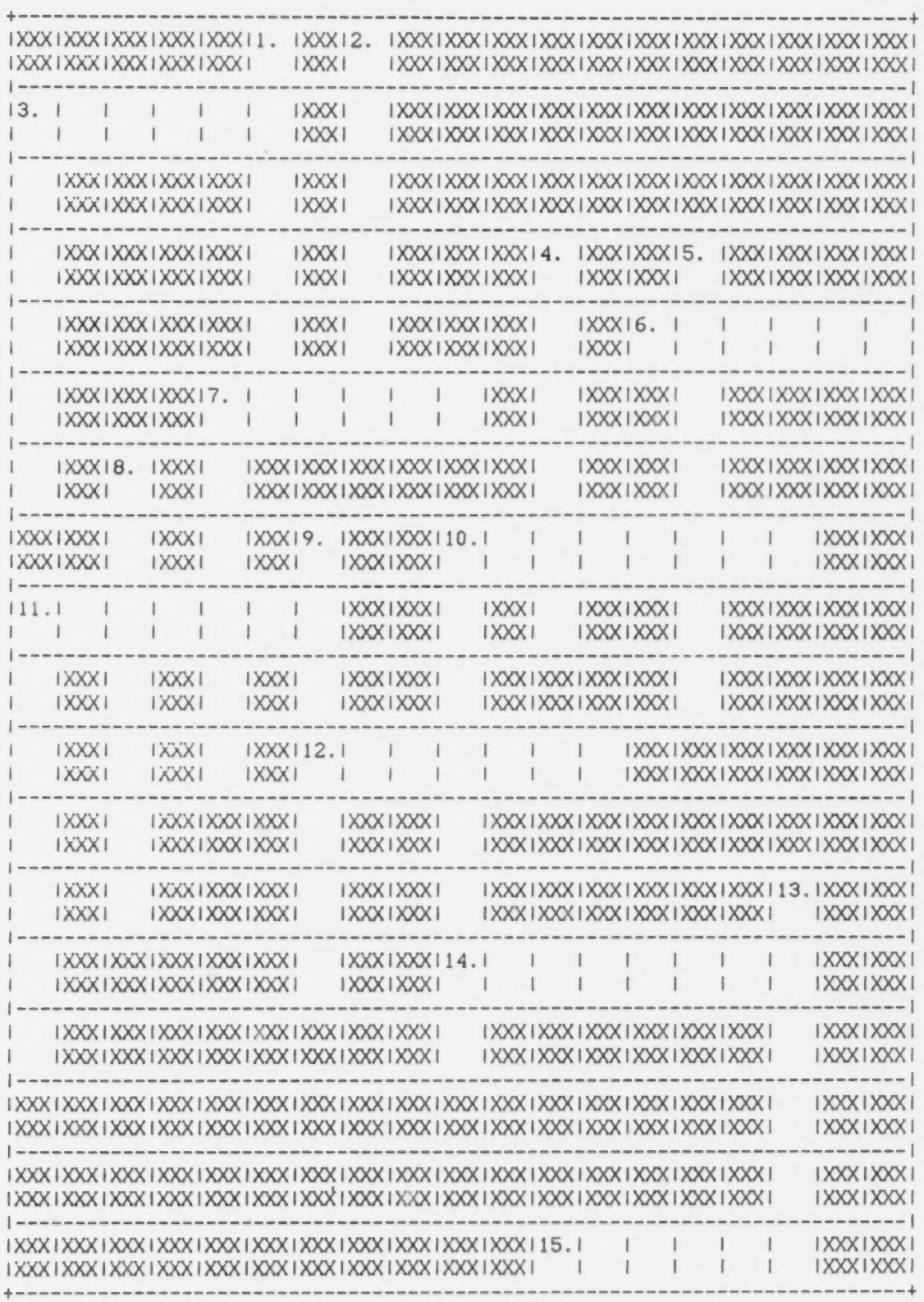
CROSSWORD 29

ACROSS:

3. To stir up the feelings of.
6. To remember; to cause to return
7. If not.
10. To find.
11. To not like.
12. Sad.
14. To trade one thing for another without the payment of money; the act of trading.
15. To free from blame or guilt; to pardon.

DOWN:

1. To stay; to be left.
2. Not able.
3. To look forward to something that will probably happen; to require.
4. Anxious; restless.
5. To get back; to get well after an illness.
7. Different from.
8. To get rid of.
9. To build again.
10. To fail to agree
11. To show; a special showing of a thing.
13. To take away.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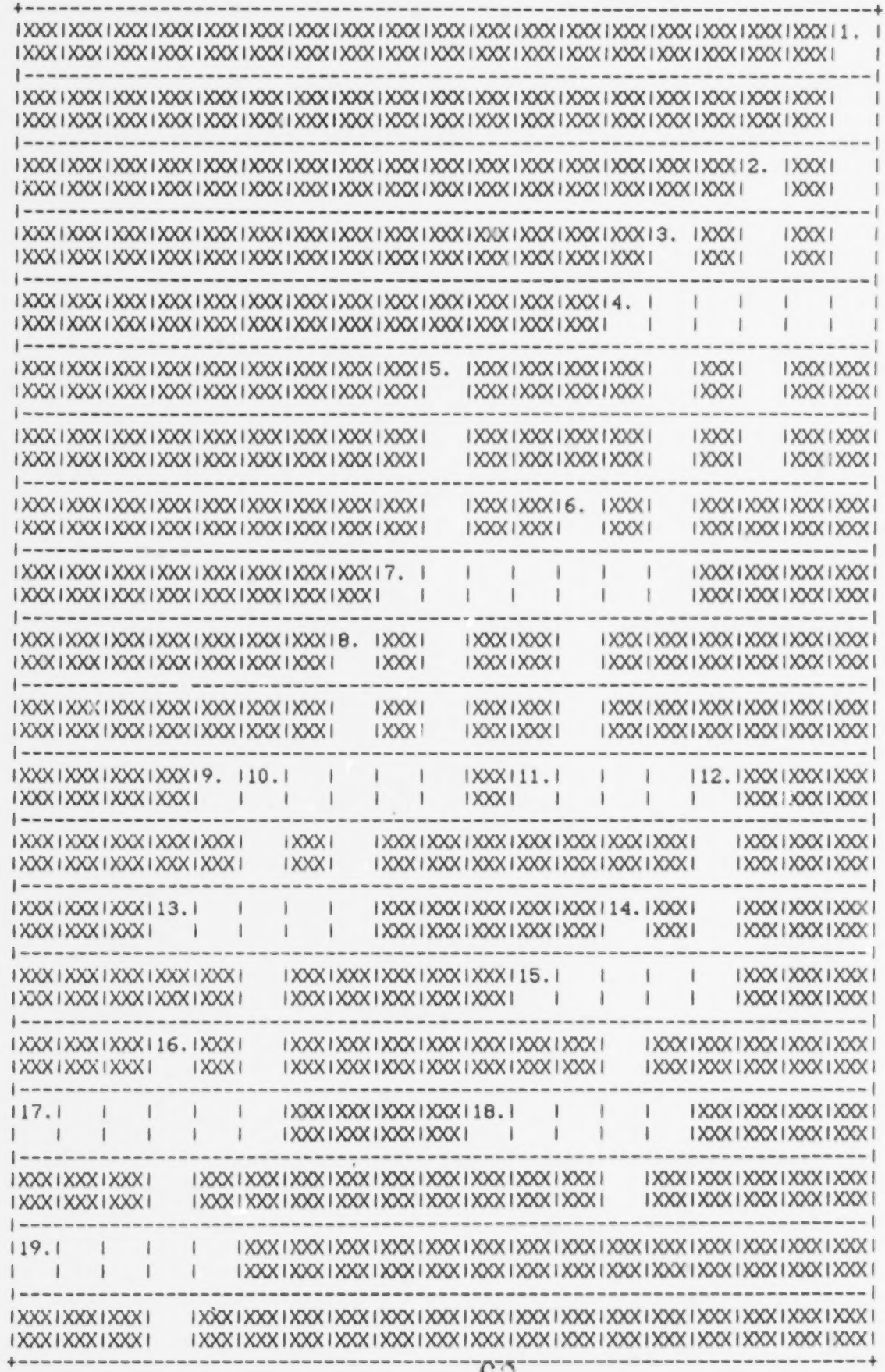
CROSSWORD 31

ACROSS:

4. That part of a ship above the deck used by the commanding officer.
7. Something packed or wrapped; a bundle.
9. A body of civil officers whose business is to keep order.
11. A barrier enclosing a certain area to keep animals or people in or out.
13. A section of a rocket; a stagecoach; a raised theater platform on which actors act.
15. The liquid in a fruit or vegetable.
17. A position; a place in which business is carried on.
18. An emblem or sign worn to show that a person belongs to a certain group.
19. A thin, flat piece cut from anything; to cut into thin, flat pieces.

DOWN:

1. An empty place; unlimited room reaching out in all directions.
2. A soft, creamy, chocolate candy.
3. A king's son.
5. Not familiar; strange.
6. A wide, open space where animals may graze; a chain of mountains; a stove where food is cooked.
8. Two times; doubly.
10. A round, gold-colored, juicy fruit; a red-yellow color.
12. To move gradually; the border; the sharp side of an instrument used for cutting.
14. A joint on which a door, gate, or lid turns.
16. From a certain time in the past until now; because.



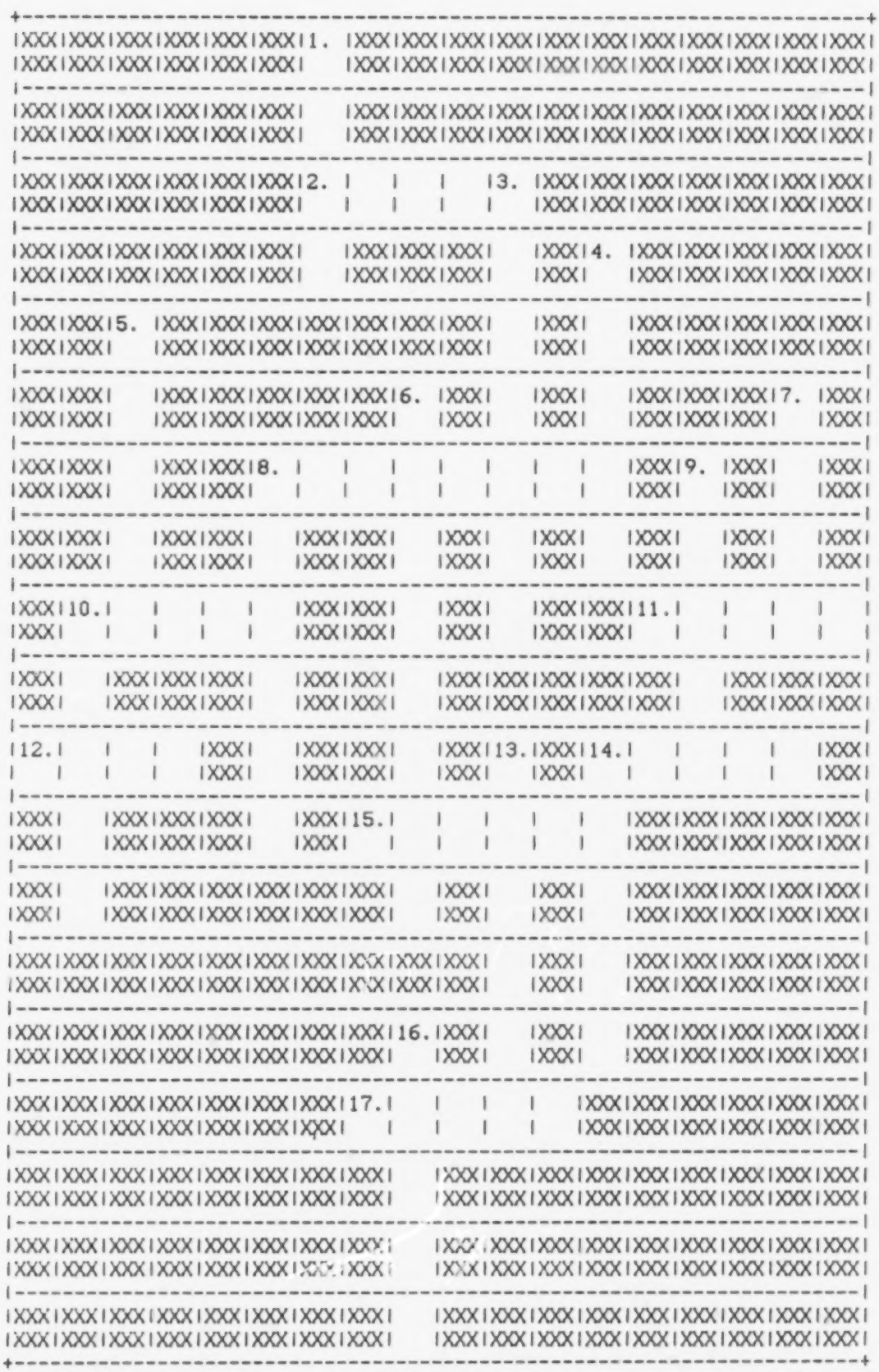
CROSSWORD 32

ACROSS:

2. Loud, confused, unpleasant sounds.
8. Garments.
10. At the time that; a period of time.
11. To make to rise; to lift; to collect; an increase.
12. A report of anything that has just happened.
14. A cereal grain from which flour is made.
15. As much as necessary.
17. Not easily broken, torn, or separated; able to endure hardship.

DOWN:

1. To fasten to some high point;to strangle with a rope.
3. The end of the day.
4. To show amusement, satisfaction, or scorn by an expression on the face and sound from throat.
5. Uneven; harsh.
6. A knit or woven covering for the leg.
7. Vegetaables having around seeds in a pod.
8. A solid food made from the thick curd of milk.
9. A large, fishlike animal that lives in the sea.
10. A round frome or disk that turns on its center.
13. In the time of.
14. What? or what one?
16. To force air suddenly from the lungs with a sharp noise.



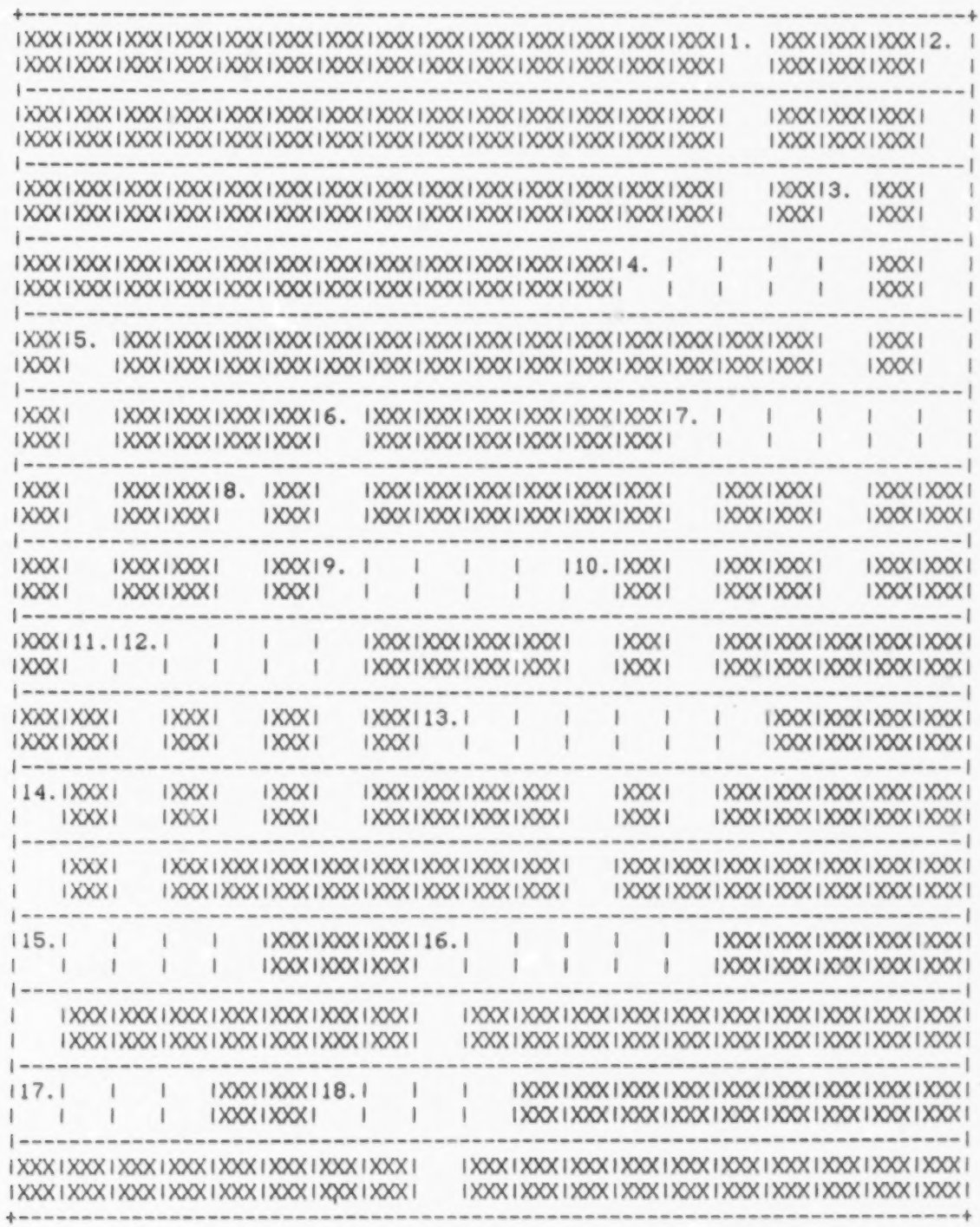
CROSSWORD 33

ACROSS:

4. To rest on the knees.
7. Battled against; struggled.
9. Slender; unimportant; to neglect or disregard.
11. Purchased.
13. Led or carried with oneself; moved from one place to another.
15. Frequently.
16. To give attention to, for the purpose of hearing.
17. To form by looping threads together.
18. To arrange the hair with a comb.

DOWN:

1. The joint in the middle part of the leg.
2. Seized after chasing; entangled; received something that was thrown.
3. The act of running away; the act of flying.
5. The first finger of the hand.
6. To attach firmly; to make fast or tight.
7. Fear.
8. Close fitting.
10. Trained; showed how to learn, to understand, or to do.
12. Should.
14. A rap; to bump hard against something.
16. A young sheep; the flesh of a sheep less than a year old, and used for food.



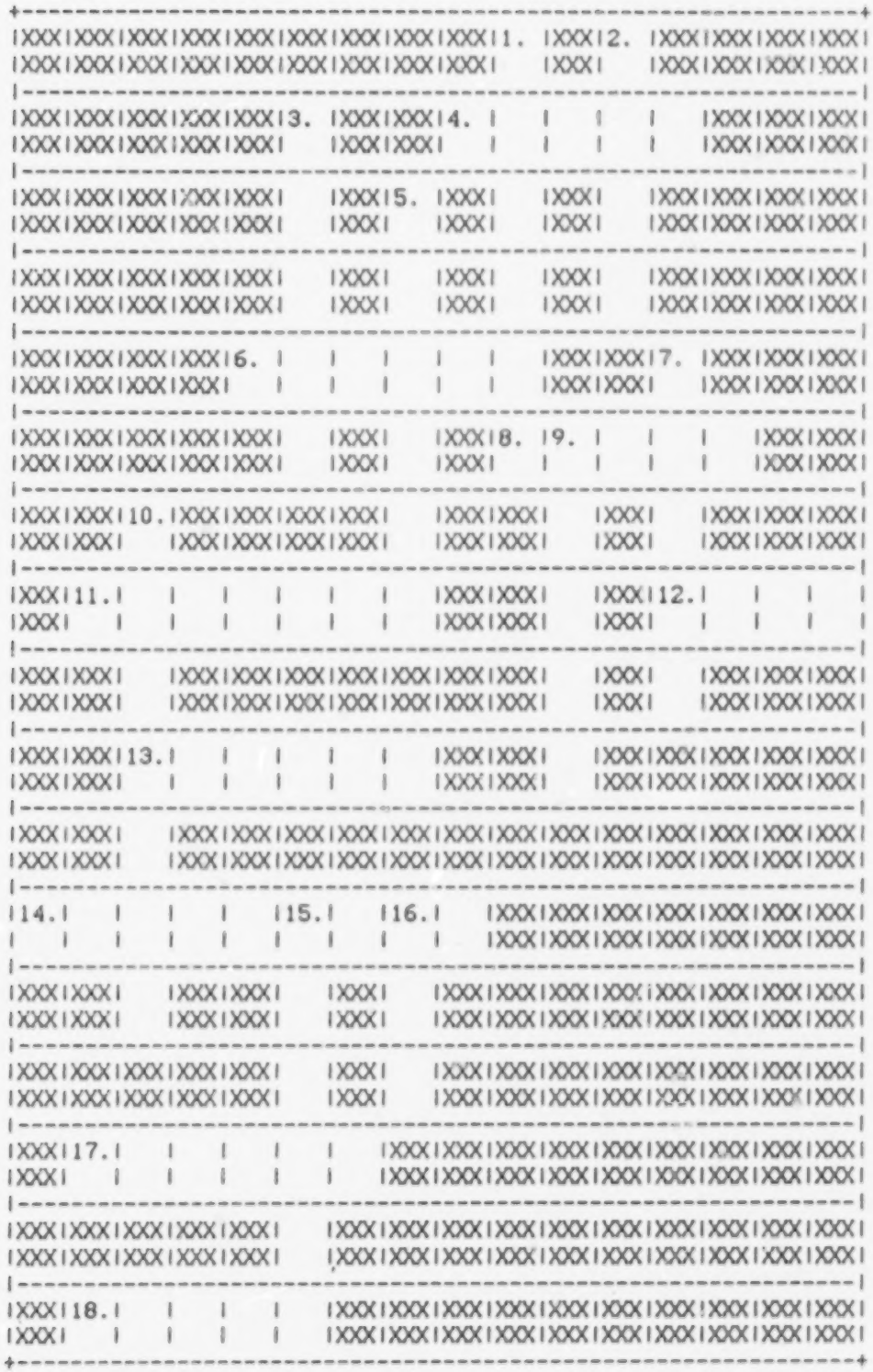
CROSSWORD 34

ACROSS:

4. An organ of the body to move the blood through arteries and veins; part nearest the center.
6. Truthful; fair.
8. Of or belonging to you.
11. By this time.
12. The sister of one's father or mother, or the wife of one's uncle.
13. In the direction of.
14. The first meal of the day.
17. Reply.
18. A piece of land used for pastureor crops; a piece of land setaside for a special use.

DOWN:

1. Moral or spiritual loveliness; charm which gives pleasure to sight or hearing.
2. To press the wrinkles out; an instrument for pressing; a heavy metal that rusts easily.
3. To cover with water; a great flow of water.
5. Attractive.
7. To smash; something made by breaking; to force a way in or out.
9. The great body of salt water that covers three-fourths of the earth.
10. Garments used to cover the body.
15. Companion
16. To fasten with stitches.



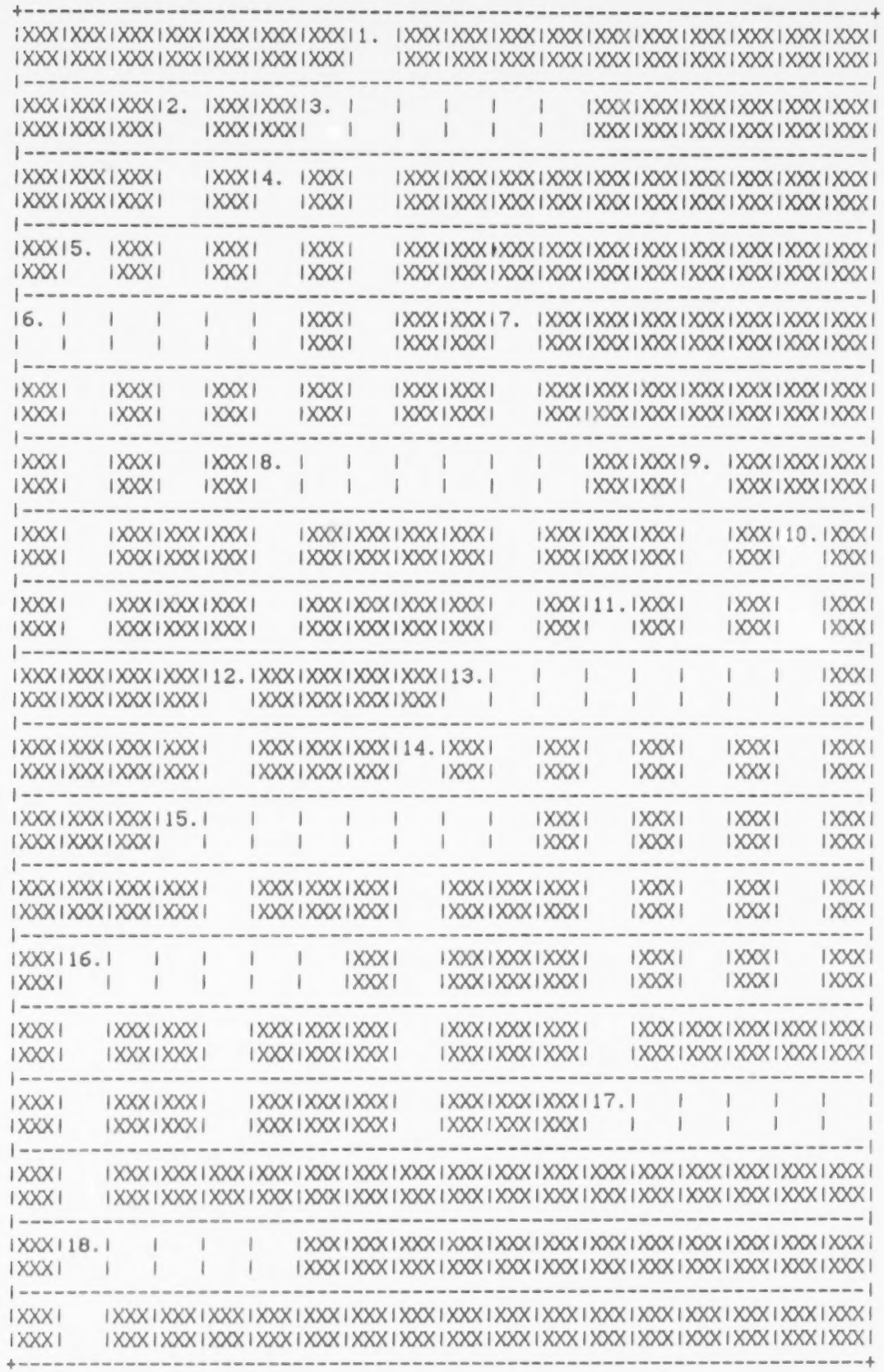
CROSSWORD 35

ACROSS:

3. A person or animal that goes before to guide or show the way.
6. Used carelessly.
8. Belonging to the same family; connected in meaning.
13. Not becoming tired.
15. Separating into parts.
16. Keeping for later use; rescuing from danger; keeping from waste or loss.
17. Wishing for the company of others.
18. The person who owns.

DOWN:

1. Full of fear.
2. Stuck with paste.
4. Commanded.
5. Tested a little of a food or drink to determine its flavor.
7. Turning into ice.
9. Done without taking care.
10. A guest.
11. Calm.
12. A book or other literary work; making letters or words with pen, pencil, etc.
14. To be expected.
16. One who sails in or navigates a boat.



Appendix: C

Unit Word Searches

UNIT 26

J Q W S C P C A O P W C
N B H M G Q O M V X Y H
G S G U P P E R E N V Z
X D K P L I B U N D L E
B S V B V Q A B L U F F
D Z A N G T O B O Y K W
W L X S H O V E L A R L
L E T R U N K R O M R U
O V W O N D E R V O W I
Z J K E D T E G I N B W
J M L I R B H U N G R Y
M O N K E Y U Z G C R O
U N U E D U N T I L I U
D T E Q W Z G Q E W J W
D H I D O Z E N K G J J
Y Z R X N A R Z G N E E

Can you find these words?

HUNDRED
RUBBER
HUNGRY
UPPER
MUDDY
BLUFF
WON
WONDER
MONKEY
HUNGER
UNTIL
MONTH
AMONG
TON
SHOVEL
LOVING
BUNDLE
TRUNK
DOZEN
OVEN

Unit 26 A

J G N M D Z W W A W G P
V H O J Z X A M O N G D
N T V S V L K W I S E I
X M L M P W T V Y R H D
D A I V A S O G D Z I U
Z U N T I L N N F O Q M
R K T U S I U F D V W W
L U V F S H U N G E R H
P E A L J L O H T N R R
M G B W B W A V C R F S
U V I I M O N K E Y E H
D P Z D H N K B R L L R
D K P T F Y B G D P F Q
Y D N E R U N N S D G R
P O Q N R U U P K M S A
M Z K I H B N M X F I A
I E T A Y Z E K X S A L
M N C B B A B W M J A X

Can you find these words?

HUNDRED
RUBBER
HUNGRY
UPPER
MUDDY
BLUFF
WON
WONDER
MONKEY
HUNGER
UNTIL
MONTH
AMONG
TON
SHOVEL
LOVING
BUNDLE
TRUNK
DOZEN
OVEN

Unit 26 B

L O P C M Y V A S H U E T C H H I
R V P R Y B G T U L W R O A K C H
B E P Q R L R I H Z D N Q H I S P
V N P A G U R F P S N E Q K U D B
C A L P N F C I X S Z J P X G P T
Y T W K U F M J Q J R W P D X B P
L E V O H S R B Y U Y W K J V T W
D E R D N U H S B L N P X L B E U
D A X O E D R B L H Y T S I J W V
U M T K Z Y E K N O M D G T O T X
I M X Q O R G R U E V T D N B T R
Q Q C J D U N Z O E P I O U O Z H
Q X J G D H U X R L H T N O M M S
W T Y M N D H Z T I A D J G S M A
B R I P T F K B V T L N L F X C S
H L Z F A E Y B B E G W Y R A T M

Can you find these words?

HUNDRED
RUBBER
HUNGRY
UPPER
MUDDY
BLUFF
WON
WONDER
MONKEY
HUNGER
UNTIL
MONTH
AMONG
TON
SHOVEL
LOVING
BUNDLE
TRUNK
DOZEN
OVEN

Unit 27

K Z C M U S I C N H Z P T Y N G I V
Z L V R T C U N H P K E R Q T Y J K
L X M A H A S A Z Z B I F G J N J T
B O T H E R F G P D M T W S P A R E
K A H I I E A K Q O Y E H W Z T H O
L A T P R P I C C W E A R E C U X C
R Y S Q U A R E W N N R Q A H B K L
X S U K L I Y P J S U B T R A C T J
W E A R Q R A R I T H M E T I C I B
A C N R H P R E P A R E W F R D Q E
L S K T Y O Y U E I X R N S S Y R I
Z B S T A R E Y P R V E T Q J V D L
L I O V B T J Y T S Y F C Y S X B N
D A R E T X I X L S H X V L B W K N
C S R N F S I Z B O A S Y Y G M A Y
B U Y B C L T Z U G A C V W H I B X

Can you find these words?

DOWNSTAIRS
PREPARE
REPAIR
SWEAR
SORRY
FAIRY
TEAR
ARITHMETIC
AIRPORT
BOTHER
STARE
SCARE
CHAIR
DARE
SUBTRACT
SQUARE
THEIR
SPARE
MUSIC
WEAR

Unit 27 A

K Z S F M U O T R J O Q N Y K I
X H R Z S U A H V G A D G K C T
I C K E P C S E O Y A O W F N T
B J Z Q W F A I R Y E M Y X U R
I Y P S W E A R C X W D U C Q G
Y J T P F E O R E H G C P E W U
T K T A Y S B C I P A U S Z M N
R X M R D O W N S T A I R S Z Q
V Q P E A U D X U Q H I R W Q H
P V K E R J E R B Y U M R S P E
M M Y F E T J P T O A A E R H D
Q K P S C W L R R R T K R T V O
C F L V N T O C A E P H N E I S
D W W N E P B W C A P T E A R C
V F W E R X F J T G Y A L R C B
C W E I J Z F O T K K O R O I E
S T A R E X R X W Q Q V D E U B
U A R X F U Y O O I B O I F J J

Can you find these words?

DOWNSTAIRS
PREPARE
REPAIR
SWEAR
SORRY
FAIRY
TEAR
ARITHMETIC
AIRPORT
BOTHER
STARE
SCARE
CHAIR
DARE
SUBTRACT
SQUARE
THEIR
SPARE
MUSIC
WEAR

Unit 27 B

B P P K X X O M S H P I O D Y Z D O S S T
B O Q K E M R L U Q J W P I T U N A G R X
H F T O T N F F B D A R E H X E S O R R Y
C R M H E X A Y T P E D E M L T S X O Y N
O C A S E T D D R P X I Q M A B W Z C I M
T Q O S R R E P A I R P O R T H M K E L V
I T T I A U G R C R A B E E U O R E U S L
G A A S P A E S T I I F M J J S S R N G D
Q H V G S E D O W N S T A I R S O I M Z A
E Z L C G N H M C E L U H Q W V T A I X C
O O J K M J K W E U A R M M Y E E H W B Y
H V S U P I N N V E L R B T E R A C S I X
I X C N K Y B P E L H F I V R T R R N Z W
F Z G R H U S A S E F Q R V A R I S T J N
F M U Z V J X T R L U M Z D U J P C P T Z
L W C T W K P L D Q W S N N Q P N J T Y J
P I T D B H W Q T H H I R B S H Q K T N K

Can you find these words?

DOWNSTAIRS
PREPARE
REPAIR
SWEAR
SORRY
FAIRY
TEAR
ARITHMETIC
AIRPORT
BOTHER
STARE
SCARE
CHAIR
DARE
SUBTRACT
SQUARE
THEIR
SPARE
MUSIC
WEAR

UNIT 28

A Z E G R O U P S T F P K J
L S P O M A R R P O F C U D
Y M T Z U B R O O M S X P Q
W H Y X A S S V O W P C U L
T H R T C E M E N T D O B W
Z B O O T N I B S P T O O L
R X B I I T S C H O O L Y S
R U L E V R T R O L O H Q F
P O O L E K A K O I T B Y X
I S O U P Z K O T T H V P I
K M M O V I E I H E A S C O

Can you find these words?

MISTAKE
CEMENT
TOOTH
PROVE
BROOM
SOUP
COOL
SCHOOL
ACTIVE
SPOON
MOVIE
BLOOM
RULE
BOOT
POLITE
ABSENT
SHOOT
GROUP
TOOL
POOL

Y E B O C B G Z M B T M W I
R Q K F Z L E H U U O F O N
Z N H L T O Q X Y W E O H E
Y W E F M O V I E K F M T V
M A V A A M O G A C T I V E
O N J X S B K T R C L H D F
I X L D T K S C H O O L S V
T Z M F T I P E P O U N V D
B R O O M L O M N L B P S M
M J D I M Z O E F T F Y S P
H T Q S Z L N N H O M M G O
J V C O F E S T V O U F F V
T V S U P C O F T L P X L G
F C F P R O V E F M I P I I
K F D W H U O F D B X I J Q
P F X S J G L L R G Y H Y P
J H E R T P C E T T T S P I

Can you find these words?

MISTAKE
CEMENT
TOOTH
PROVE
BROOM
SOUP
COOL
SCHOOL
ACTIVE
SPOON
MOVIE
BLOOM
RULE
BOOT
POLITE
ABSENT
SHOOT
GROUP
TOOL
POOL

Unit 28 B

L W H I U V G L Z S L V P H L W V P S E Q
E R R D R T E W G B O M R P I Q Y E H P H
O L X E O V I K U O O L Z T Q A T P I Z V
K V U E O D P E A K H O N S T J P H O X N
Q Y C R Y F L O O T C E T O T U V F H H V
U O P N W B T O O H S T O U Z W T D Z U O
C A U O N C A O O B P I N K V U W X L X H
S N O B J O T F A G O L M E O W U F I D U
W N R T S H M K B R O O M U M T A V P I C
H G G L E B L L U Y N P J U X E A S R N K
F V T O P U O S A F F V A Z A C C Y I Z L
L J N P N O B O M M I M H D N C T B P O A
K T P P M N X I H Y J K P U H E I V O M Y
N Y A W D R Q X X R Z O Z T P Y V C O S R
V M E E Y Z D M X H T W M C F C E B L Q M

Can you find these words?

MISTAKE
CEMENT
TOOTH
PROVE
BROOM
SOUP
COOL

SCHOOL
ACTIVE
SPOON
MOVIE
BLOOM
RULE
BOOT

POLITE
ABSENT
SHOOT
GROUP
TOOL
POOL

UNIT 29

G Y J L Y O W J Q U V F O O Y L G S R L
B U K U P L H G A N E X C I T E X Y J C
C P J U K K Q X F E X N L J M W Z N D A
C F E E X D M C J A P R R L H T R M L Q
E P L N D I S P O S E E X C U S E U L J
K Z E D I S P L A Y C C V E K T M P O U
U N L E S S Q R I P T A I J R S O U C S
G L W D C E G L D I S L I K E U V N D R
L Q R I O Q B U I W G L S U C V E A F M
B Q V J V E Q N S U E R O P O Y Y B L S
B T H L E X C H A N G E T P V Q D L H M
O F O D R K O A G L T B T E E X C E P T
O X A T N Z B P R I D U T Y R E M A I N
M T H Z P U E P E K J I H H T F P T S D
R J P J G E P Y E E L L F O Q K L O I S
V Y W E X F J O L N W D W B P Q I R N F

Can you find these words?

DISAGREE
DISLIKE
REBUILD
RECALL
EXCUSE
EXCEPT
UNEASY
EXCHANGE
UNHAPPY
DISPLAY
UNLIKE
REMOVE
REMAIN
EXCITE
DISCOVER
DISPOSE
RECOVER
EXPECT
UNLESS
UNABLE

Unit 29 A

G C W B O E E L Y R E T H H Y A U Q P V D
B V I X V T X W B R R G Y W N R Q S U Q S
Q W J O I S N D K U N L E S S N V D A L Y
N E M C X I X S B N Z Y E X Q H P W Z A W
O E X Y Z E E B V J F U T U C T D B L E R
R E B U I L D D F W T Y J N N U I P G B N
E B Z T J N I I M I C C A L J H S N D P I
C X Q U A J S D S B S X R I E I A E I H M
A C P N K S L Y B C Q G A K D H G P S A O
L O R E M A I N Q J O I T E C D R Z P H M
L A J A C V K D K K J V H X L W E M O Y C
T A A S P T E R L K B O E D G A E G S R Q
C Q F Y S L S D U X I I A R G E X C E P T
K M O V B X W U Q F L P T A F D O V N O A
V P S A V V Y S M W E G R H H Q O I U O K
C J N X S S A Q B G L Z L Z V C E F R D F
W U C H F S Y U N V J D C B E V X B J D D
U D W W O T L G J C G B B R T R N E R U A

Can you find these words?

DISAGREE
DISLIKE
REBUILD
RECALL
EXCUSE
EXCEPT
UNEASY
EXCHANGE
UNHAPPY
DISPLAY
UNLIKE
REMOVE
REMAIN
EXCITE
DISCOVER
DISPOSE
RECOVER
EXPECT
UNLESS
UNABLE

Unit 29 B

G N Y P A X E K B M B H D G I S L C N
L S T F U Y E K T R Z G C E N O S B U
V M T Z M T Q J I C W U C S Q M I N D
I T N U Q O E Q X L E E Y C X P A U I
O J E M C L C G A B S P L P K B Q U R
K W F B G L G W N Y P I X N L S R P Q
B N O Y N E E R G A S I D E P N C L T
Z E G K P J I P H L H R N F G Q H I E
N J S C Y G Z N L P R C I F E W X V A
C C L G Z X U A E S V C X R A E X W N
E S Q O E X C R B I Z R U E N U G M S
U N L I K E E E E D I E T V C I S A D
C Q U U R C X X U B Q M F O J H T R O
O F D C O X C C N R U A Y C A B N O M
L P N V L U E I L E A I Z S X K U F A
L S E X S Q P T E M R N L I A M U I Q
J R H E R F T E S O P S I D Y E D M K
Q Y N H N O Q M S V Z Z N P M P N K A
S K G R G E X I Q E E A Q M Q T H U V

Can you find these words?

DISAGREE
DISLIKE
REBUILD
RECALL
EXCUSE
EXCEPT
UNEASY
EXCHANGE
UNHAPPY
DISPLAY
UNLIKE
REMOVE
REMAIN
EXCITE
DISCOVER
DISPOSE
RECOVER
EXPECT
UNLESS
UNABLE

UNIT 31

A N R U Y L G X S B E U A S N X S O E F L
W V C D M Y T V E M Y M I C U O P J C U A
B C Y Y X I D C R H Q X G W M E O B E D C
B V E O C E E G L Q P K Z A V P R A N G E
C K W I F R W H V L L H F O H O A D X E H
X V O R P H R Y W Q F O C U W L N G N Y R
T C R A A H A L O F M T E C J I G E U N H
G Q J A M H H E O F B P R I N C E K H K G
E K W O J W K B S T R A N G E E C Z N C J
A X G V B Q P O F F I C E U L J B Z S T M
W H J J V O U J S G D K T P I Q S C Q F R
Y P W Z S T S O L X G A N D T P G J U V T
A U T G L C T W I C E G W S V L O D Q F U
O C Z E S P A C E D F E N C E P G I V G M
D A S I L S G S E G R D E Q C V Z W A Z J
C A J U I C E D G Z L G C F K L B S E G C
Q S I N C E H J M Z P E R Q D K H N T Y G
H I N G E A L A B G S M Y D A B Q R B W H

Can you find these words?

STRANGE
POLICE
BRIDGE
SPACE
RANGE
FUDGE
LACE
PACKAGE
ORANGE
TWICE
SLICE
JUICE
FENCE
EDGE
PRINCE
OFFICE
STAGE
SINCE
HINGE
BADGE

Unit 31 A

T G I J B P W J F H S M I O B
G A G E F A C A U H I R Z E U
X A R F M Y D P D I O J L G F
W P Q Z I D C G G N C I M R J
N E R I S I H S E G F E N C E
X L V H I M U C I E G J E Q O
Y X P H Z U N Q C N N C S P A
S H M L N I K A A F C O K K O
F T N B R F P R Q M I E D A L
F W R P B S O F F I C E F C J
W F K A T R L A C E U F E J A
U F A C N J I I T C W R A U P
A A I K O G C D C U D I L K H
P Z R A N G E P G E T F L F T
S C K G H C D B U E C G P J R
G M M E I F G G E Y H P X K A
E M O W Y P E G O J D W Y G M
Q S T A G E U G G L F R W A H

Can you find these words?

STRANGE
POLICE
BRIDGE
SPACE
RANGE
FUDGE
LACE

PACKAGE
ORANGE
TWICE
SLICE
JUICE
FENCE
EDGE

PRINCE
OFFICE
STAGE
SINCE
HINGE
BADGE

Unit 31 B

A E J L Y U F P B E R E I E Z L N X K O
W M O Q Y K L C F J G R E C N E F X U O
X E W V V U S Y K N V A B N Y G L O C Z
Z Y Z C C R M U I X F Q T I B U W W G T
Q F L A E I H H K B E Z S S R D I H Z R
I B J C L X P U L P G L T W I C E E U M
T V J S K C I T K L N R L F D D H H H Z
B Z M B P C B O U P A C K A G E C I U J
O E U B W J L M O N R C Y E E P Z F O Q
L X J G M Q Y L G F O I E I C J W L C H
V S W W F E I E B I C G N E Z R T M L I
G S K Z D C U N B D G K E C I F F O W O
R A N G E A P R N Y B A D G E H U F G O
Y K C I I P G C Y T S N M S C E D A M W
H U G Q A S L M A I N L C Z B W G Y B X
T B V O L X X F C K Z T T L O S E H Q O
R K U I B G U T I W W Q R M A J O J S T
Q M C Y L E C T Z O I N B V S W O E D M
P E Z A C P K S N C T M F W N B E Q Y U

Can you find these words?

STRANGE
POLICE
BRIDGE
SPACE
RANGE
FUDGE
LACE
PACKAGE
ORANGE
TWICE
SLICE
JUICE
FENCE
EDGE
PRINCE
OFFICE
STAGE
SINCE
HINGE
BADGE

UNIT 32

S A B L H N S E E O G H A N G
N G W A H W H I L E D P G E R
T T O U G H Z I T V U E A W X
C O U G H E S I P E R A I S E
S Z V H J E K S L N I S C P G
Z W M W C L O T H I N G Z X L
K H K R A T B O S N G U V I Z
Z C P O B S A C A G Z S O Y C
J H R U K U C K Y J W P X P E
F B S G S I H I K Q K W K B N
W K W H A L E N O U G H H Z M
D W N O I S E G R O I I Q X D
T F I N V Q S S E D C C H K H
A X R A W H E A T A W H Z W Q

Can you find these words?

STOCKING
ENOUGH
WHILE
WHEAT
ROUGH
LAUGH
NEWS
CLOTHING
DURING
WHICH
WHALE
RAISE
COUGH
HANG
EVENING
CHEESE
WHEEL
TOUGH
NOISE
PEAS

Unit 32 A

E B A X W T M S Y R L P E M E O R S
Y E L L T O D H E M C G E L H G Z P
D X M C R U S Z H D B E D G X J O S
E T P A W G Y W X U E G U Q X X E E
G C M S X H C H N Q K O R W Q K Z G
W N M X E U I A S R C R I Y N L N X
X B M F W G C L O T H I N G T A M W
S Z A V D K B E E N O U G H H U Y P
L U F R P Z U S U B J C X R J G I S
N W L N N C E K Z G V I K A N H G G
V I P F W E Y C U A O W H I C H F B
R O U G H B Q M S O G C N S N R G W
A I B C E P M M O N Z E O E C G U P
N P K P A I V Q V H V X J G E K D V
F H R C T T J W H E E L I I A L A F
L E S N H P E A S I Y V T K W M N R
T I M L J J S I Q R H U X Z U H L X
M R S R P J O U X N N X K T I N A P
A H N I T N E W S X E L D F O A O L

Can you find these words?

STOCKING
ENOUGH
WHILE
WHEAT
ROUGH
LAUGH
NEWS
CLOTHING
DURING
WHICH
WHALE
RAISE
COUGH
HANG
EVENING
CHEESE
WHEEL
TOUGH
NOISE
PEAS

Unit 32 B

R D N Q Y I N F W Z D Q P I N H B H H
K P M C Q T H I M V T U H N D G A G W
E D U X V Z M N Y N T U R O A U U L P
G H P N F H T W L A U G H I C O B I G
T E E P T O U G H A N G P S N C A I J
C W R L G B Z G N I N E V E W G F W I
S M H O Y U Y N K A L M F Q A A F I V
T K K E U X G C U S P E K U L S F P Q
Y M H M A G O W Q J J J G E J X N U Q
P O C L O T H I N G R X W L H Z G R S
W F C E S E E H C K G I P G X V R K Q
T R V C E S C L U A R X Z E V Z X K Z
E W O L O I U I A K E X F I Y D M Z E
Y G D T H A F D O H P U V T D J M H J
B D G W G R L W E W W E N G Q A K U G

Can you find these words?

STOCKING
ENOUGH
WHILE
WHEAT
ROUGH
LAUGH
NEWS

CLOTHING
DURING
WHICH
WHALE
RAISE
COUGH
HANG

EVENING
CHEESE
WHEEL
TOUGH
NOISE
PEAS

UNIT 33

R M S J T N G G I O I X I U X K W
T C U Q P T E W S C O M B Z A N K
A U T E X W P M L L N N O F T E N
G A O N F Q R I N K G I U X V E O
H W C Y O A B T I I S H G K Z L C
K N W I U T B S F L I G H T K F K
X L B M G O R F R I G H T Y P L H
C A U G H T O F A S T E N L G I O
N M C G T A U G H T C Y Q Q M Y W
R B R S L I G H T E Q E X R K J S
K N I T I G H T A N M S T J E I L
L X P H W B T J T C Q D F Q T R K
Z S V U N C V G Y F D P U H T L N
R A Z M E B G T B J A A P S S Y S
O X A B O U O N X S F P X F Z I G

Can you find these words?

BROUGHT
LISTEN
FLIGHT
BOUGHT
OUGHT
KNEEL
KNEE
TAUGHT
FRIGHT
FASTEN
TIGHT
OFTEN
LAMB
COMB
SLIGHT
FOUGHT
CAUGHT
THUMB
KNOCK
KNIT

Unit 33 A

Y R U I Y B C B L I T R U Q E H
Y Y Z L L S M P O R O F P G W T
T I W S Z A J K X F F L L R K S
K N E E L V O D H A T I K P K B
S M W K N I T R E S E G Q M S V
D R A F O U G H T T N H P A J Z
V Q G M E T A H K E X T L U C Y
P X D C A U G H T N H N J E H O
B L I F N J J S A G O E J Z R W
A U Y K D D I Z U R A C U Z X Q
G N F K A L F O G M J F K N E E
M J E L B A R Y H R P G T S R Y
Q H C O M B I L T D R K I B R W
Q C B B O U G H T R T S S E B G
N N A T I G H T C B U B Q V U C
U S Y D H L T W P J M W C C I X
Z L N P Q U B C U E V Y S I M R
F Q M P H F M C V B Q E Z E N R
W V M F V G A B X P E P S Q E I

Can you find these words?

BROUGHT
LISTEN
FLIGHT
BOUGHT
OUGHT
KNEEL
KNEE
TAUGHT
FRIGHT
FASTEN
TIGHT
OFTEN
LAMB
COMB
SLIGHT
FOUGHT
CAUGHT
THUMB
KNOCK
KNIT

Unit 33 B

M O Z B U W H L I W A D G T O S
Q W D Q O U F S G T B I O S H L
Z V Y W K U E E N K H W C O M B
M S N V C U G R N L N A Z V S O
F Z L E L V B H T E U O L R N Y
Y R T I B Q Y M T G C Q C I B C
T T Q Q G K Z S H N U O F K F K
H S X V L H I T G H E W O X G Z
Y G P Y Y L T A U G H T T E O C
W H I I E L W X O A T H F A W O
M E N E T S A F R I G H T O I H
N K N I V M L O B U B J M L R E
M K G I C I A U O M N S S P S O
W H Q Z G E M G U R T Q P O Z D
T P G H W A B H F G G D M V D T
C L T E V R T T I P V K X S G V
E X U L W B I U V D B C X X F S
X G J B I N K H S C L R X P M E
M D F T K H X N W Y D U O X N R

Can you find these words?

BROUGHT
LISTEN
FLIGHT
BOUGHT
OUGHT
KNEEL
KNEE
TAUGHT
FRIGHT
FASTEN
TIGHT
OFTEN
LAMB
COMB
SLIGHT
FOUGHT
CAUGHT
THUMB
KNOCK
KNIT

UNIT 34

Z D D P G V A D O X I A O
D P A O M D H N H Z R O T
O Y R B X W P B F L O O D
T W Z A N S W E R S N S V
J R U S B Z Y F I E L D E
Q I N O Y S V K E W Y P M
L T F V B B A U N T S H J
O N C A L R E A D Y C I S
C L O T H E S I B A G Q K
E R T O W A R D H P C U O
A N H Z T K B L O O D Q H
N Q Y Y H F E F F K Q B S
G Q F A O A A U L F J X D
T R W N N S U W H W S O Q
R B P R E T T Y Y R P U O
O R S V S B Y O U R S D P
H E A R T J Z J J B O V T
S A Y S X P C U L D W H I
Q K U H W S G J R R G Q D

Can you find these words?

BREAKFAST
TOWARD
FRIEND
YOURS
FLOOD
BLOOD
AUNT
CLOTHES
PRETTY
BEAUTY
OCEAN
FIELD
SAYS
SEW
ALREADY
HONEST
ANSWER
HEART
BREAK
IRON

Unit 34 A

B J R L L Y O E J C F X K G Z O
N N O X Y M L K J R H A K Z A D
X V B D C N F G N Z E Z Y F Y K
H D S X Q H I I Z R W D R B S W
K K T A Z C E L B T A V H M K U
X D I K E C L A Y E J O N X T F
Y Q M Q D K D C R V A A J Z E Z
K K B R R O O L Z T E U J T Z X
B S P W X Y A O T C O I T V T E
Q I A I Y D B T O E E F W Y P B
B V R Y O E P H W L M N W A K S
X D I O S B R E A K F A S T Q B
N P L U N E E S R U Y R R T I J
M F M R W P T X D M N W I D F F
U R Q S M S T L J M W T I E L B
N W N M E U Y N P T X H D R N R
C A J N D W K R F E L E X R C D
B L O O D T G R H N O E L C P J
D H P R Q N G D N J Q Q T X L B

Can you find these words?

BREAKFAST
TOWARD
FRIEND
YOURS
FLOOD
BLOOD
AUNT
CLOTHES
PRETTY
BEAUTY
OCEAN
FIELD
SAYS
SEW
ALREADY
HONEST
ANSWER
HEART
BREAK
IRON

Unit 34 B

L A O M Y B W M C V G D W F I J N
X B U Y N N F K U J E E L G L Y A
W A C N P Z F Q K Y P V D F A K E
U U J O T I N S F I H W X S S H I
N K X R C W K Y K L T E D S J L Z
P A O I F E E A T S I M O L R T F
T E C V C E A S E X P I O H S R T
D W D O O L B N Y R S H L A W V F
H T L B R V O A E T B D F I E L D
P H I E M H N T U R L K E O Y L F
Y U A Z Y V T U H A A U H F I R S
V D Q N F Y H D F E T T Y K C V S
Y B N A N S W E R H S T E T C A W
C Y W X W N Q B I A W B I Z R Z E
S G Z I I J W P E Z W F Y Q W V P
V P N Z G G V K N A R O V S C U K
U K S A K C B E D X U E T G B W M
W J J V Z O L E A R C T I J U N A
V C Q P S M K P S N H F Y V M R X

Can you find these words?

BREAKFAST
TOWARD
FRIEND
YOURS
FLOOD
BLOOD
AUNT

CLOTHES
PRETTY
BEAUTY
OCEAN
FIELD
SAYS
SEW

ALREADY
HONEST
ANSWER
HEART
BREAK
IRON

UNIT 35

Z R N C N U Z O Z J S J A B P U W Y C
L F I V G G N A O M F O I R A K Z H K
R Q I I W P L L Q B E Q O C S X D O Z
H H V X E T W R I T I N G A T F P W G
S S N G M T K E J I F L F Z E D F X N
C U M U W Y J L O R D E R E D V Y B Q
I B S W J F M A P E A C E F U L N A K
D W A S T E D T Y L Z L E A D E R K B
D B V B C A R E L E S S Z G D N R I N
F K I X R R O D O S T D I V I D I N G
O W N E R F U Z N S F H N I R K R G T
F L G A E U S S E R D Q G S A I L O R
C B H H I L H L L C W X Z I M X N E W
F S U L I K E L Y L T H C T A S T E D
J X M U P I V P Z G Y A K O N P W A W
W Q U F C O I M A P F F L R N A J V P

Can you find these words?

TIRELESS
DIVIDING
VISITOR
FEARFUL
SAVING
LONELY
BAKING
PEACEFUL
CARELESS
RELATED
WASTED
SAILOR
LIKELY
OWNER
FREEZING
WRITING
ORDERED
TASTED
PASTED
LEADER

Unit 35 A

P C S V A R B K R H D L G X J K
D T Q C O O D P B Q K W D S Y S
J V P L R Y S J G D G P G F I Z
B P I G F L O N E L Y F G Q Y G
R A S S P J I U E X I N D P R N
S V K W I V Q F L M I E E N O G
H W W I A T O E E T T C V G E R
O D L S N S O F I A L R N R L S
V M K W Q G T R L F R I W L I S
W C X S B J W E L N D F K X U V
D Y O W N E R E D I K I U E B Z
T Z E L H Q T Z V C F L D L L X
P L S O E C Q I C A O E E U B Y
J A A U P A D N R R R H N O E Y
O C S E L M D G P E A C E F U L
X X M T A S T E D L L D C M M P
U L E U E P I R R E L E T U O G
Q I T S A D O K F S S P S H Z I
L I N O A H N A H S I V S S Y E

Can you find these words?

TIRELESS
DIVIDING
VISITOR
FEARFUL
SAVING
LONELY
BAKING
PEACEFUL
CARELESS
RELATED
WASTED
SAILOR
LIKELY
OWNER
FREEZING
WRITING
ORDERED
TASTED
PASTED
LEADER

Unit 35 B

Q N I C J C N O R R Y K N D Z O N G E T X
L F Z K Q D S Q G J T V P E T X N W T D N
B B C L Q C F X E N S C W T X B A K I N G
B A H E W F S D C D I V D A E S R A X D C
I Y Z N G A X M E S P T M L T G S E Q K Q
A Z G T B R O T I S I V I E F L J J T C K
I A G Q X L S D D E R E D R O L I A S E D
G I X F E A R F U L P D E I W F O K M Z U
P N Q A P W C A R E L E S S S X W N E T A
G Y D N I V F F A R Z Q Z J C C N B E L R
W E G F G W N C D I V I D I N G E F Y L Y
R M H S O E E O N T A S T E D Z R N R O Y
M O U B B F W G T A X U P Y U N P L V K W
J V U Y U G N Y Z M T L Y D T L H W X D U
C E B L M I F B M C X T L Z P N X M H D E
R E P E V H O C C Y Z H D J D B H S O Z A
C L W A H G B T T A Q Z P O Z F E X A E U
I Q S Y X W T A V M J Z P Z O Y E Z A I G

Can you find these words?

TIRELESS
DIVIDING
VISITOR
FEARFUL
SAVING
LONELY
BAKING
PEACEFUL
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WASTED
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ORDERED
TASTED
PASTED
LEADER

Appendix: D

Word Recognition Test

Form A

SUCHER-ALLRED WORD RECOGNITION TEST

Student_____ Date_____ Date of Birth_____ Age____

Instructional Level (Highest Level at which 5 or fewer errors occurred) _____

Level A (Primer)

1. she
2. fall
3. girl
4. saw
5. then
6. about
7. bird
8. began
9. what
10. food
11. had
12. two
13. man
14. when
15. think

Level B (1)

1. their
2. farmer
3. woman
4. surprise
5. frog
6. doesn't
7. king
8. rolled
9. someone
10. laughed
11. watched
12. start
13. money
14. shoes
15. your

Level C (2^1)

1. smelled
2. already
3. without
4. baseball
5. great
6. beautiful
7. chicken
8. showing
9. climbed
10. decided
11. button
12. wild
13. garden
14. bring
15. middle

Level D (2^2)

1. carrots
2. against
3. knees
4. favorite
5. silent
6. pound
7. scream
8. clothes
9. spread
10. check
11. gentle
12. nodded
13. whole
14. breath
15. signal

Level E (3^1)

1. breathing
2. listened
3. distance
4. important
5. gardener
6. practice
7. route
8. feathers
9. builds
10. hollow
11. glanced
12. plow
13. museum
14. barnyard
15. ideas

Level F (3^2)

1. royalty
2. dusk
3. treasures
4. furry
5. aware
6. barrels
7. command
8. mint
9. steering
10. voyage
11. crouch
12. project
13. shove
14. respected
15. comfortable

Level G (4)

1. soothing
2. loam
3. vulture
4. candidates
5. whimper
6. annoy
7. heave
8. urgent
9. camera
10. strand
11. laboratory
12. awkward
13. stroke
14. cockpit
15. confuse

Level H (5)

1. colony
2. tyrant
3. startle
4. determination
5. career
6. famish
7. perish
8. interrupted
9. opponent
10. ancestor
11. bristling
12. ornament
13. primitive
14. wailing
15. athlete

Level I (6)

1. atmosphere
2. implement
3. exaggerate
4. solemn
5. anxious
6. spectacular
7. confident
8. horizon
9. gesture
10. revelation
11. enchanted
12. wretch
13. interval
14. menace
15. nominate

Appendix: E

Student Research Scores

STUDENT RESEARCH SCORES

Spelling Tests

Student	Previous Average	Research Average
1	C	B-
2	C+	A-
3	C-	A-
4	B	A-
5	A	A
6	B+	B-
7	B	A-
8	C+	A-

Reading Word Recognition Test

Student	Word Pretest	Word Posttest
1	21	22
2	4	4
3	31	32
4	4	4
5	32	4
6	4	4
7	32	4
8	4	4

Appendix: F

Software Evaluation Form

Practicum Software Evaluation Form

AUTHOR: MECC

TITLE: Spellevator

CHECK ALL THAT APPLY

TYPE:
- ✓ Academic Game
- ✓ Drill and Practice
- ___ Administrative
- ___ Simulation
- ___ Test/Diagnostic
- ___ Tutorial
- ___ Problem Solving
- ✓ Other

LEVEL: ___ Preschool ✓ K-3 ✓ 4-6 ✓ 6-8 ✓ 9-12 ___ Adult

PURPOSE: ✓ Remediation ✓ Developmental ✓ Enrichment

HARDWARE: Computer Apple IIE K Ram required 128 Color (Y) N

Number of Drives 1-2 Printer Y (N) Other ___

	Circle Rating		
CONTENT			
1. Program has educational value	(Y)	N	NA
2. Grammar accurate and free of syntax errors	(Y)	N	NA
3. Stereotype-free (race, ethnic, sex, etc.)	(Y)	N	NA
4. Content adaptable to varied instructional strategies	(Y)	N	NA
INSTRUCTIONAL QUALITY			
5. Purpose of the program well defined	(Y)	N	NA
6. Defined purpose achieved	(Y)	N	NA
7. Presentation of content clear and logical	(Y)	N	NA
8. Level of difficulty appropriate for target audience	(Y)	N	NA
9. Sequence organized for selected developmental steps	(Y)	N	NA
10. Graphics, color, sound appropriate for instruction	(Y)	N	NA
11. Student controls rate and sequence of presentation	(Y)	N	NA
12. Program self-paced and controls the sequence	(Y)	N	NA
13. Entry level prerequisites specified	(Y)	N	NA
14. Program user-friendly, easy-to-read, understand	(Y)	N	NA
TECHNICAL QUALITY			
15. Instructional text formatted/sized for easy reading	(Y)	N	NA
16. Students easily operate program independently	(Y)	N	NA
17. Relevant computer capabilities used	(Y)	N	NA
18. Program reliable and student-proof	(Y)	N	NA
19. Adequate error trapping	(Y)	N	NA
20. Easy escape from program provided	(Y)	N	NA
21. Record keeping/printouts of student progress	(Y)	N	NA
DOCUMENTATION			
22. Manuals available and user-friendly	(Y)	N	NA
23. Clear operating instructions and trouble shooting	(Y)	N	NA
24. Constant reference to documentation unnecessary	(Y)	N	NA
25. Table of Contents, Index, Glossary of Terms provided	(Y)	N	NA